

# The Scholar's Guide

The **OSA** Way

Year 8

**Cycle One**

Name:

Tutor Group:



Every **child** of every **background** in every **classroom** in every **subject** at **Oxford Spires** deserves a **world class education**.

Ready

Engaged

Responsible

*Be the best  
you can be!*




# MY TIMETABLE


My login details....  
 password: .....@oxfordspires.anthemtrust.uk

	Monday	Tuesday	Wednesday	Thursday	Friday
Tutor/Assembly					
1					
2					
3					
4					
5					


My Cycle 1 Assessment Schedule			
Subject	Date/Period	Subject	Date/ Period
English		Music	
Maths		Drama	
Science		Personal Development	
Art & Design		Languages	
Geography		DT/Computing	
History		PE	




**8:00am**  
Breakfast Club starts from **8:00am Willows Gate**  
Main Gate opens **8:00am**




**8:28am**  
**Main Gate closes at 8:28am**  
After this time students must enter via the Late Gate  
*You will have two mins to get to tutor time*



**8:30am**  
**Personal Development Lesson starts**  
30mins  
with your tutor every day

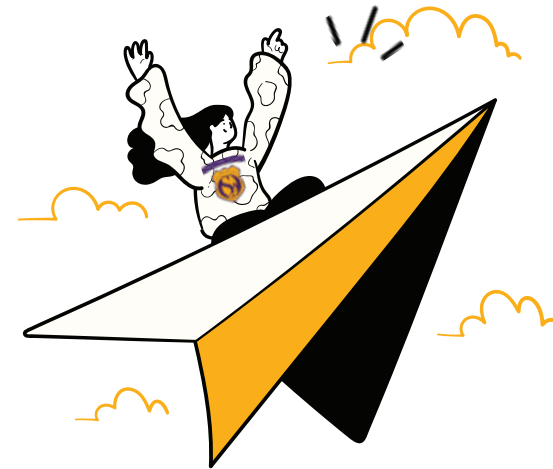
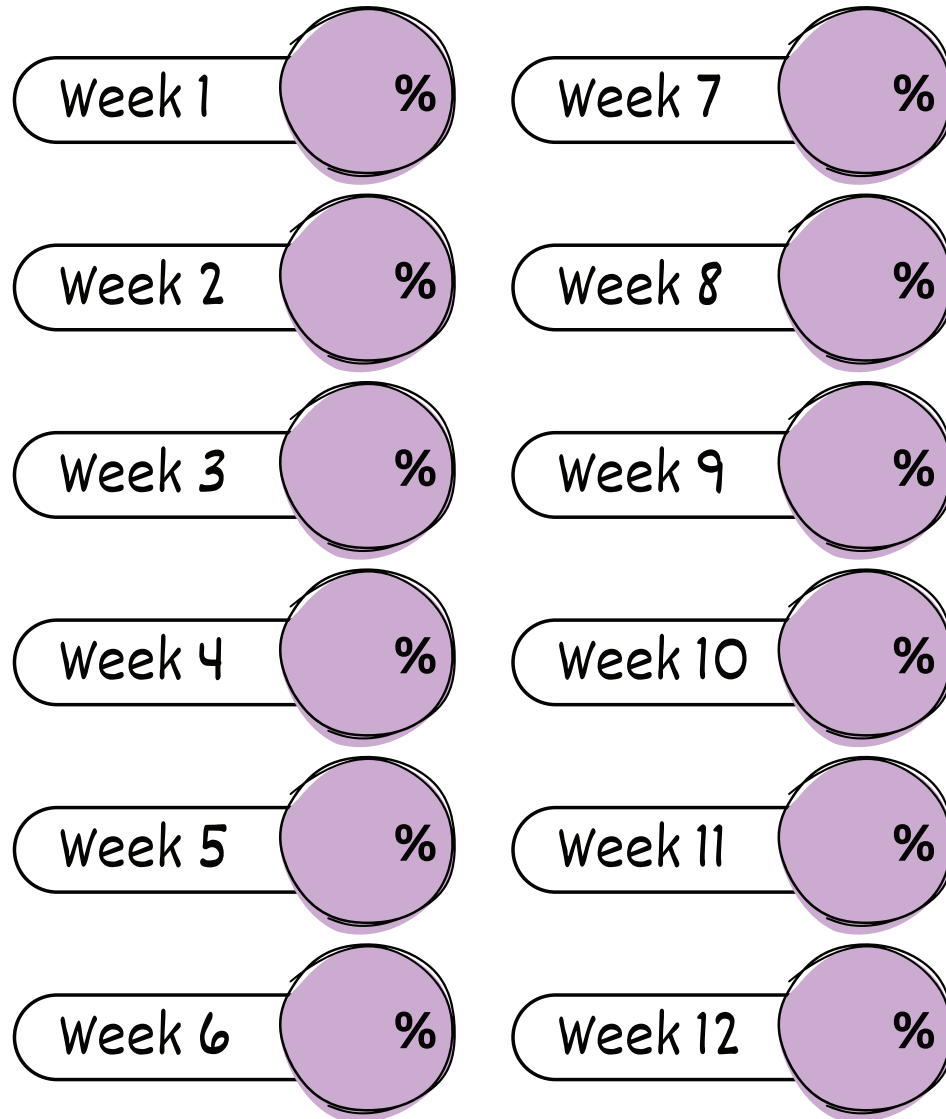


**8:30am**  
The Late Bell goes at 8:30am  
Students will be directed to the late tutor room  
Lateness logged on Bromcom



**8:30-8:40**  
10 minutes break time detention same day in **Bi4 / PAV**  
**8:40-8:59**  
20 minutes break time detention same day in **Bi4 / PAV**  
**After 9:00am**  
Phone call home and a 30 min - 2hr detention. afterschool in **Canteen**

# ATTENDANCE MATTERS



Why does attendance matter?  
 Being in school is important to your achievement, wellbeing, and wider development.  
 Evidence shows that the students with the highest attendance throughout their time in school gain the best GCSE and A Level results

# CALENDAR CYCLE 1

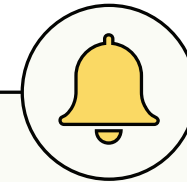
Week	Assembly Theme	Monday	Tuesday	Wednesday	Thursday	Friday
0	Aspiring habits	1st September	2nd September	3rd September	4th September	5th September
		<b>INSET DAY</b>	<b>Y12 Induction</b>	<b>Y7 &amp; Y12 Induction</b>	<b>All students return</b>	
1	Expectations and safeguarding	8th September	9th September	10th September	11th September	12th September
					Early finish 1:30pm <b>OSA Open Evening</b>	Late start 9:30am tutor time
2	Attendance matters	15th September	16th September	17th September	18th September	19th September
3	Enrichment	22nd September	23rd September	24th September	25th September	26th September
		<b>Student Council Meeting</b>				<b>European Day of Languages</b>
4	World Mental Health Day	29th September	30th September	1st October	2nd October	3rd October
				<b>Black History Month</b>	<b>House English - National Poetry Day</b> <b>Meet the tutor evening - all year groups.</b>	
5	Black History Month - External speaker	6th October	7th October	8th October	9th October	10th October
		<b>House Sport week</b>		<b>World Mental Health Day</b>		
6	Stress management & growth mindset	13th October	14th October	15th October	16th October	17th October
		<b>Student Council Meeting</b>			<b>House Business Quiz</b>	

# CALENDAR CYCLE 1

Week	Assembly Theme	Monday	Tuesday	Wednesday	Thursday	Friday
7	British Values – tolerance and respect <i>(virtual)</i>	13th October	14th October	15th October	16th October	17th October
Autumn Half Term (2 weeks)						
8	Habits for success and preparing for assessments <i>(virtual)</i>	3rd November	4th November	5th November	6th November	7th November
9	Remembrance Day	10th November	11th November	12th November	13th November	14th November
					<b>Year 7 Student Progress Evening</b>	
10	Stress Less – looking after your health	17th November	18th November	19th November	20th November	21st November
Assessment Week						
11	School Nurse	24th November	25th November	26th November	27th November	28th November
					<b>Sixth Form Open Evening</b>	
Super Teaching Week						
12	Careers and Choices	1st December	2nd December	3rd December	4th December	5th December
		<b>House Music and Dance Week</b>				

# YOUR TUTOR

- 01** Will welcome you every morning and set you up for a successful day
- 02** Will make sure you are ready for the day by checking your uniform and equipment every day.
- 03** Will build confidence through positive reinforcement and encouragement in your academic and extracurricular.
- 04** Meet your family at the 'meet the tutor' event on 2<sup>nd</sup> October at OSA.
- 05** Will ensure you are prepared and have key information about OSA house events, extra curricular and school updates
- 06** Will communicate and meet with you and your family to support and ensure you attend school regularly
- 07** Will check your Positive and Negative points and talk to you about your progress, dreams and aspirations.
- 08** Will be your point of contact for any concerns, will listen and support you.



If you feel a staff member, teacher, tutor deserves recognition for the support they provide please nominate them and share what makes them special!

Nomination postcards are held in the Atrium or Library at breaktime.



# SAFEGUARDING

## EVERYBODY EVERYDAY



### How to get help when I am not in school:

#### Mental Health Support Services

- 111 (non-emergency)
- 999 (emergency)
- Text support service: text the word 'SHOUT' to 85258 (24/7 service)
- Oxfordshire Mind - 01865 247788  
<https://www.oxfordshiremind.org.uk/support-for-you/resources/>

#### Emergency Services

- You are at immediate risk of harm - is it happening now?
- call 999 and ask to speak with Police, Ambulance or Fire (*you can also request a coast guard on this service*)

#### EDT (Out of Hours Social care)

- 0800 833 408 (*For social care outside of working hours*)

You can always report concerns to your tutor, trusted adult, in the whisper box (library) or by using the online whisper box on the student portal or school website.

### Key vocabulary explored in assemblies this cycle:

Exploitation - when someone, or a group of people tricks or misleads another person into doing things to benefit them that are not right or legal.

Domestic abuse - any type of controlling, coercive, threatening behaviour, violence or abuse between people over 16 who are, or who have been in any relationship, regardless of gender or sexuality.

Neglect - to not give enough care or attention to people or things that are their responsibility.

Child-on-child abuse - is behaviour by an individual or group, intending to physically, sexually or emotionally harm others.

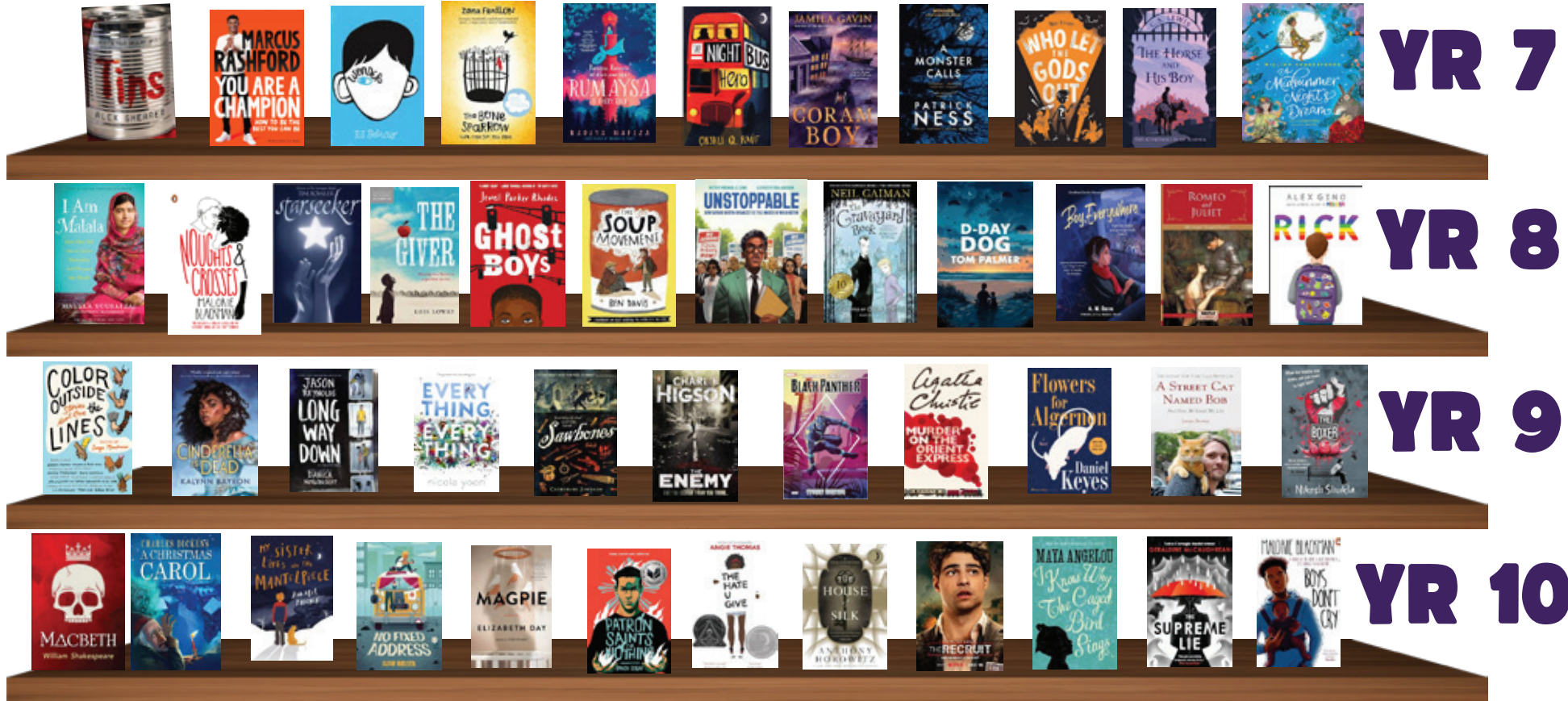
Consent - to give permission or approval prior to a decision or action being taken

My trusted adult is:



# READING LIBRARY

You will need your reading rulers everyday!



**YOU CAN COLLECT A BOOK REPORT TEMPLATE ANYTIME FROM THE LIBRARY THIS CYCLE WE ARE READING...**



# THE OSA KNOWLEDGE ESSAY

## WHAT IS IT?

Across all the humanities subjects (English, History, Geography and Religious Studies) you are required to write with academic fluency in order to translate your ideas and thinking to paper successfully. This is not only a key skill that you need for the public examinations at all levels but, is a core skill for later careers and adulthood.

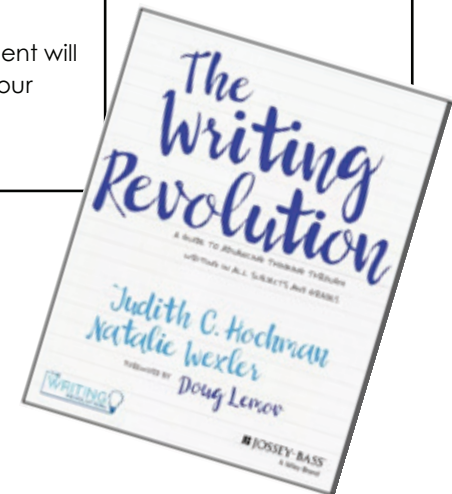
At Spires we have invested time and training using the research from 'The Writing Revolution' (J.Hochman) in order to create 'The Knowledge Essay' which year 7-9 will complete at the end of each cycle.

The 'Knowledge Essay' allows you to use all the knowledge you have learned in your ten week cycle and demonstrate a rich and rigorous understanding of the topic. The title for every essay is written in the Scholar's Guide.

For every essay in all subjects you are provided with a highly scaffolded writing frame (as pictured) that shows you how to frame your essay, as you develop the scaffolding lessens.

## THE STRUCTURE

<b>Thesis statement</b>	<i>This is where the overarching point you will make is written with your main ideas introduced.</i>	<b>Vocab</b> <i>Here you will find the tier three vocabulary your teacher suggests you use for each paragraph.</i>
<b>Paragraph One:</b> <i>Here you will find three prompt questions for you to use as a guide to mould your argument.</i>	<b>Topic Sentence:</b> <b>Supporting Detail One:</b> <b>Explanation:</b> <b>Supporting Detail Two:</b> <b>Explanation:</b> <b>Concluding sentence:</b>	
<b>Concluding statement</b>	Here your argument will be a replica of your thesis statement.	



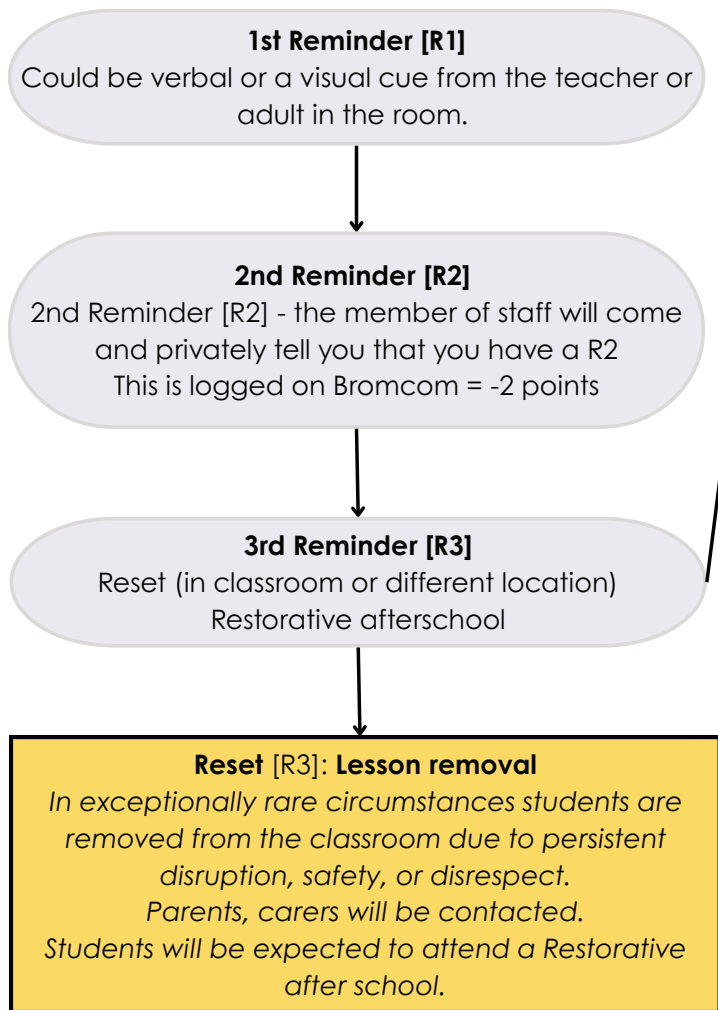


# BE ENGAGED

You are responsible for your actions! When you make a poor choice, we are committed to ensuring that you have the time to reflect, make amends, and for us to learn how we can support you.

## CLASSROOM REMINDER SYSTEM

In lessons, sometimes we need a reminder to get back on track.



### Restorative Conversations

**When:** 3:00pm **Where:** The Canteen

A time and space to reflect on incidents from the day and discussed and restore relationships. You will meet with staff and complete a reflection booklet.

You earn a restorative conversation if you are **reset** from your lesson or you are **defiant** to a member of staff.

At Oxford Spire Academy, we take a **restorative approach**.

So, what does that actually mean for you?

We understand that no one is perfect. At some point, everyone makes mistakes or finds themselves in conflict this is totally normal. What matters most is how we deal with it afterwards. When something goes wrong, we restore.

*In that conversation:*

- We'll talk calmly about what happened.
- Both sides will have a chance to share their views.
- We'll reflect on what could have been done differently.
- And most importantly, we'll work together to fix things.

*A good restorative shows that:*

- You've taken ownership of your actions.
- The issue has been talked through and resolved.
- You're ready to return to lessons or interactions in a positive way.

The goal is to help you move forward and do better, starting fresh the next day.



# Be Engaged!

# VISUAL CUES

Look out for these visual cues in all your lessons to support you understand what is expected in each phase of the lesson.



Purple Pens



Turn and talk



Glue it in



Independent Work/You do



Active listening/I do



Mini Whiteboards



Scholars Guides Out



Reading Rulers



Exit Ticket



Cleaning up



English: Analysis



English: Drill



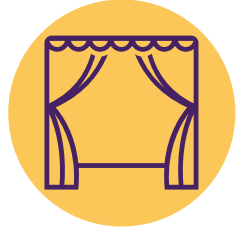
Art: Collect Equipment



History: 5 Bums on a Bench



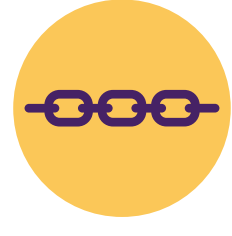
History: CHOPAR



Performing Arts: Respectful Audience for Performances



Business: Application of Case Study



Business: Logic Chain Analysis



Business/Maths/Science: Use of Calculator to Solve



Science: Practical



# Be Engaged! OSA HOUSE HONOURS



When you earn/complete one of the items, please record it under the correct category - record what you completed, the date you completed it, and get the teacher who witnessed you to sign.

Academic			
#	What	Date	Teacher Sign
1			
2			
3			
4			
5			
6			
7			
8			
9			

Community			
#	What	Date	Teacher Sign
1			
2			
3			
4			
5			
6			
7			
8			
9			

Extra Curricular			
#	What	Date	Teacher Sign
1			
2			
3			
4			
5			
6			
7			
8			
9			



# OSA HOUSE HONOURS



How to earn:

**Half Colours** - Three items from each category

**Full Colours** - Six items from each category

**Honours** - Nine items from each category



## Academic

- Book Report
- Attend meet the tutor evening
- Attend Student Consultation evening
- Maths Challenge (junior level)
- 98% attendance in Cycle 1
- 98% attendance in Cycle 2
- OSA Score 80+
- ASPIRE points +300
- Top 25 Cycle 1
- Top 25 Cycle 2
- Subject Award

## Community

- Litter Pick (6 times)
- Attend Community Action Day
- Humanitarian Aid day stall
- Volunteer at school event
- Lead a School Tour
- On a Student Advisory Board
- Community Leader Award
- 70+ Empathy Points
- Speak at an assembly
- Recorded for the Broadcast
- Questionnaire completion

## Extra Curricular

- 70+ Participation Points
- Cheering on OSA at a sporting event
- Attend a Trip
- Attend 3 different clubs over the year
- Attend Extra Curricular club 6+
- Attend Society Day
- Complete Sports Leaders Award
- Complete Duke of Edinburgh
- Compete for your School
- Attend 6 House Competitions
- Timi Champion
- Write for the INSPIRE Paper



# BE RESPONSIBLE

You are responsible for your actions! When you make a poor choice, we are committed to ensuring that you have the time to reflect, make amends, and for us to learn how we can support you.

## Late to School Detention [R2]

**When:** Break 1

A detention for students who arrived late to school and missed tutor time.

Your consequence is a **Late detention** if you arrive to school between 8:30 - 9:00

## U-Code Detention [R3]

**When:** 3:00pm  
**Where:** Canteen

A detention for students who arrive to school and missed tutor time and lesson time.

You received a **U-Code detention** if you arrived to school after 9:00.

*U codes have a negative impact on your attendance score!*

## Restorative [R3]

**When:** 3:00pm  
**Where:** The Canteen

*A time and space to reflect on incidents from the day and discussed and restore relationships.*

Time after school from 3:00 - 3:30pm. You meet with staff and complete a reflection booklet.

You earn a restorative if you are **reset** from your lesson or you are **defiant** to a member of staff.

## PDI Intervention

*(Persistent Defiance Intervention)*

**When:** 3:00pm  
**Where:** The Theatre, Friday

This is a Friday after school intervention for students who have earned **15** or more negative points on Bromcom over the past week. This time is for students to reflect with a member of the pastoral team.

You earn a PDI if you receive **15** or more negative points on Bromcom over the past week .

Negative points are earned from: late to school, late to lessons, using your phone, 2nd reminder, poor uniform, missing equipment, being a reset in a lesson, defiance.

**Escalation or failed:** If you miss two of any of these detentions/restorative [-1 point]

## SLT Detention

**When:** 3:00pm, **Where:** The Theatre

A two-hour detention after school on Tuesdays led by the Senior Leadership Team. This is a chance to serve the time you missed from the other detention and reflect.

You earn a SLT if you miss or fail two detention or restorative in the past week

If you do not attend or fail this detention, you will be internally isolated or suspended.

*Be the best you can be!*



# BE RESPONSIBLE

Engage with your community! You can develop as a person and make OSA better through your actions!

## BROMCOM POINTS

A way to track positive your contributions around the academy. **Use your points at the shop!**

Articulation

Scholar

Participation

Innovation

Reading

Empathy

My goal this cycle is to earn \_\_\_\_\_  
positive ASPIRE Points.



## AWARDS

We see and want to celebrate your achievements!



Award	How to earn it
Community Leader Award	Be nominated by a staff member for your contributions to the OSA community.
Top 25 in a cycle	Earl top 25 in your year in a cycle. Top 25 is calculated using the OSA score (attendance, academics, behaviour, and homework and engagement).
Subject Award	Nominated by your teachers for excellent, dedication and improvement in a subject.
98% Attendance in a cycle	Maintain 98% attendance in each cycle to earn a change at a surprise prize.
Honours Award	Earn your Half-Colours, Full-Colours, and Honours over the year.
FriYAY	4 student randomly selected each week who have 100% attendance and no lates that week who get to draw a prize from the purple box.
Progress Awards	Nominated by your teachers, earn a special treat and some time with a member of staff that has supported you.



# BE READY

Students with missing uniform or equipment should report to Student Services from 8:10-8:25am where they will be supported to correct their uniform or allowed to borrow equipment without any sanction.

We respect the ownership the student has taken to **be ready** before the school day starts.

## UNIFORM - WE ARE PART OF THE OSA COMMUNITY, AND WE DRESS LIKE IT!

### Any year group

- **Black branded blazer**
- White shirt & plain black jumper tucked in
- Kilt, black trousers, or black knee length shorts
- Plain black trainers or black shoes



### Year 9, 10 & 11

- **Purple branded jumper**
- White shirt tucked in
- House coloured tie
- Black knee length skirt, black trousers, or black knee length shorts
- Plain black trainers or black shoes



### PE Kit - PE Lessons Only

- **Purple branded polo top**
- Black round neck unbranded sweatshirt  
or
- Optional branded reversible rugby shirt
- Plain black; jogging bottoms or shorts
- White socks and trainers

### 🔔 Uniform & Equipment Reminders

- You can wear one stud earring in each ear – plain gold or silver only.
- No rings, bracelets, facial piercings or necklaces are allowed in school.
- No tube skirts or leggings.
- No nail varnish, acrylics or gel nails – keep nails natural.
- False eyelashes are not allowed.
- Natural makeup only.
- Your shoes or trainers must be plain black and have no visible logos or branding.

### REMINDER

- If you're missing any uniform or equipment, you can go to Student Services from 8:10am-8:25am to borrow what you need.
- During tutor time each morning, your uniform and equipment will be checked. If something's missing or not right, we'll help you fix it – but you'll also receive a R3 Sanction (-3 points)
- Let's start the day ready and in the right kit – it helps us all stay focused and successful!

### 📱 Mobile Phone Policy – Oxford Spire Academy

- **We are a Smartphone free school** - Smartphones are not allowed in school.
- If a smartphone is seen or heard during the school day, it will be confiscated, a parent/carer must collect it, and a R5 Sanction (-5 points) will be issued.
- If you need a phone for travel, you may bring a simple "brick" phone (no internet or apps). These must stay out of sight and silent during the school day. If seen or heard, it will be confiscated until the end of the day.
- If you must bring a smartphone, it must be handed in at Student Services before school starts and stored in a locked box. You can collect it at the end of the day.
- Let's keep our school calm, focused, and phone-free.

## Year 8 Cycle 1 ASPIRE – My Community

Careers linked to topics we study this cycle are Social Workers, Human Rights Advocate and Charity Worker

Week	I will need to know:	So that I can:
1	<ol style="list-style-type: none"> <li>At Oxford Spires Academy <b>safeguarding</b> is everyone's responsibility. If I am concerned about any of my <b>peers</b>, I should report to a trusted adult. I can also report a concern via the Whisper box.</li> <li>The Designated Safeguarding Lead is Ms Baker and the safeguarding team appear on posters around the school</li> </ol>	<ol style="list-style-type: none"> <li>Report any concerns I have about myself, my peers or a member of the wider community and ensure I promote the safety of all</li> <li>Know who to speak to if my concern is urgent</li> </ol>
2	<ol style="list-style-type: none"> <li>British Values underpin what it is to be a citizen in a modern and <b>diverse</b> Britain. They allow us to create environments free from hate.</li> <li>In the Equality Act 2010, nine <b>characteristics</b> were identified as 'protected characteristics'. These are the characteristics where evidence shows there is still significant discrimination</li> </ol>	<ol style="list-style-type: none"> <li>Promote respect for diversity and help combat discrimination and prejudice.</li> <li>Make links between our school community and the values and expectation of wider society.</li> </ol>
3	<ol style="list-style-type: none"> <li>The zones of <b>regulation</b> framework is designed to help individuals recognise and manage their emotions by categorising them into four distinct color-coded zones</li> <li>Having a healthy mind is crucial because it significantly impacts overall <b>well-being</b>, enabling individuals to manage stress, build resilience, and maintain positive relationships.</li> </ol>	<ol style="list-style-type: none"> <li>Understand how different feelings impact my behaviour and well-being</li> <li>Handle conflicts more constructively by recognising my own and others' emotions.</li> </ol>
4	<ol style="list-style-type: none"> <li>A fixed mindset is the belief that abilities and intelligence are static traits that cannot be significantly developed. In contrast, a growth mindset is the belief that abilities and intelligence can be developed through dedication, effort, and learning.</li> <li>Those with a <b>growth mindset</b> embrace challenges, <b>persist</b> through obstacles, and view effort as a path to mastery and success.</li> </ol>	<ol style="list-style-type: none"> <li>Embrace challenges, persist in the face of setbacks, and see effort as essential for mastery.</li> <li>Adopt a growth mindset and prepare for life-long learning and adaptation in an ever-changing world.</li> </ol>
5	<ol style="list-style-type: none"> <li>Black History Month is intended to recognise the contribution and achievements of those with African or Caribbean heritage. It's also an opportunity for people to learn more about the effects of racism and how to challenge negative <b>stereotypes</b>.</li> <li>Learning about other cultures is something which broadens our understanding</li> <li>Stereotypes <b>perpetuate</b> inequality and place a significant burden on those affected</li> </ol>	<ol style="list-style-type: none"> <li>Appreciate the diversity of our society and celebrate the strengths this gives us</li> <li>Recognise negative stereotypes and know how to address</li> </ol>

## Year 8 Cycle 1 ASPIRE – My Community

Week	I will need to know:	So that I can:
6	<ol style="list-style-type: none"> <li>1. Stereotypes can have several negative effects, including perpetuating <b>prejudices</b> and biases, limiting individuals' potential, and reinforcing discriminatory behaviour.</li> <li>2. Challenging stereotypes encourages people to think critically about the <b>assumptions</b> they hold and the information they consume.</li> </ol>	<ol style="list-style-type: none"> <li>1. Think critically about the information I receive and the assumptions they make about others.</li> <li>2. Create inclusive environments where individuals feel valued and respected for their unique qualities</li> </ol>
7	<ol style="list-style-type: none"> <li>1. <b>Empathy</b> goes beyond sympathy, which involves feeling pity or sorrow for someone else's situation; instead, it involves a deeper connection and understanding of the emotions and experiences of others.</li> <li>2. Both giving and receiving <b>kindness</b> can boost emotional well-being and happiness. Acts of kindness release feel-good hormones like oxytocin and serotonin.</li> </ol>	<ol style="list-style-type: none"> <li>1. Understand and connect with others on an emotional level, fostering positive relationships and communication skills.</li> <li>2. Recognise when others are in need and show kindness towards others.</li> </ol>
8	<ol style="list-style-type: none"> <li>1. <b>Bullying</b> is behaviour that hurts someone else. It includes name calling, hitting, pushing, spreading rumours, threatening or undermining someone.</li> <li>2. All children who are affected by bullying can suffer harm – whether they are bullied, they bully others or they are <b>bystanders</b>.</li> </ol>	<ol style="list-style-type: none"> <li>1. Recognise whether a behaviour is bullying</li> <li>2. Understand the long and short-term impacts of bullying on anyone that experiences bullying</li> </ol>
9	<ol style="list-style-type: none"> <li>1. The 4Cs of online risk are: content, contact, <b>conduct</b> and <b>commerce</b></li> <li>2. <b>Conduct</b>: personal online behaviour that increases the likelihood of, or causes, harm. For example, online bullying</li> <li>3. Contact: being subjected to harmful online interaction with other users; for example: peer to peer pressure</li> </ol>	<ol style="list-style-type: none"> <li>1. Recognise the risks of online exchanges</li> <li>2. Recognise online bullying and know how to report it</li> <li>3. Recognise harmful online interactions and understand how to deal with this</li> </ol>
10	<ol style="list-style-type: none"> <li>1. I can use my Scholar's Guide to help me to prepare for Assessment Week in all my subjects as it contains all my core <b>knowledge</b></li> <li>2. Assessments measure how well students are grasping and applying the knowledge and skills taught in class. They provide feedback to both students and teachers about areas of strength and areas that need improvement. This is an opportunity to build my <b>resilience</b>.</li> </ol>	<ol style="list-style-type: none"> <li>1. Prepare for Assessment Week and feel confident in my knowledge and skills</li> <li>2. Understand that Assessments exist to support my learning and identify any knowledge gaps</li> </ol>
11	<b>Scholar's Prep:</b> To prepare for your upcoming assessment, you should self quiz on knowledge from weeks 1-10; revising for assessments keeps you on the path to leadership. Work hard and show your best!	
12	<b>Super teaching week:</b> Your lessons this week will focus on key areas identified from your assessments. It will be your opportunity to strengthen your knowledge on content covered from weeks 1-10 and cover any gaps in knowledge.	

## English Year 8 Cycle 1 Scholars' Guide: Dystopian Fiction: How can I successfully write a description of a dystopian setting?

Careers linked to topics we study this cycle include author, journalist, editor, publisher, critic, screenwriter, copywriter and lexicographer.

Week	I will need to know:	So that I can:
1	<ol style="list-style-type: none"> <li>1. <b>Dystopia</b> (noun) means an imagined state or society in which there is great suffering or injustice, typically one that is <b>totalitarian</b> or <b>post-apocalyptic</b>.</li> <li>2. Many readers enjoy <b>dystopian</b> (adjective) literature because it is a warning or commentary of the current state of society, and it offers a form of <b>escapism</b>. They are packed with thrilling adventures, raise <b>ethical</b> questions, and deliver a message of hope that is inspiring for readers.</li> <li>3. Authors write <b>dystopian</b> literature to reflect <b>contemporary</b> social, political, or environmental concerns.</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Understand</b> the conventions of the dystopian genre.</li> <li>2. <b>Analyse and appreciate</b> how authors use dystopian settings and themes to reflect and critique contemporary social, political, or environmental issues.</li> </ol>
2	<ol style="list-style-type: none"> <li>1. A <b>cyclical structure</b> is a narrative technique where the story ends in a similar way to how it began, creating a sense of closure, repetition, or reflection.</li> <li>2. Collins presents Katniss as <b>rebellious</b> in <b>'The Hunger Games'</b> to <b>illuminate</b> the power of personal choices in the face of injustice, and to inspire readers to fight for a better world.</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Craft</b> an effective cyclical structure in my writing to engage my reader in the opening of my story.</li> <li>2. <b>Analyse</b> why Collins presents Katniss as a rebellious character.</li> </ol>
3	<ol style="list-style-type: none"> <li>1. <b>Sensory language</b> appeals to the five senses: sight, sound, smell, taste, and touch. This helps the reader create a <b>vivid</b> mental image or experience.</li> <li>2. Bradbury uses the <b>metaphor</b> of a "great python," to describe Montag's flamethrower as something alive and <b>menacing</b>. This <b>metaphor</b> not only gives the fire a serpentine, almost evil quality but also <b>emphasises</b> how deeply unnatural and twisted Montag's job has become.</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Craft</b> a compelling character.</li> <li>2. <b>Effectively</b> use sensory language to build imagery in my writing.</li> <li>3. <b>Analyse</b> why Bradbury uses metaphors in the opening of his story.</li> </ol>
4	<ol style="list-style-type: none"> <li>1. A <b>simile</b> is a figure of speech that compares two different things using the words "like" or "as" to highlight a shared quality. For example, "her voice was like music to his ears."</li> <li>2. A <b>metaphor</b> is a figure of speech that compares two unlike things without using "like" or "as." Instead, it says one thing is another to create a strong image or idea. For example, "time is a thief."</li> <li>3. <b>Tone</b> in writing is the author's attitude or feeling toward the subject, audience, or characters, expressed through their choice of words and style. For example, a tone can be <b>serious, sarcastic, hopeful, angry, playful, or melancholy</b>.</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Craft</b> effective metaphors and similes in my writing.</li> <li>2. <b>Manipulate</b> tone to convey my attitude towards a topic or idea.</li> </ol>
5	<ol style="list-style-type: none"> <li>1. Effective revision methods include mindmaps and flashcards. Creating these is a way to consolidate my notes and prepare for my midpoint assessment.</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Prepare</b> for my MPA.</li> <li>2. <b>Complete</b> my mid-point assessment.</li> </ol>

English Year 8 Cycle 1 Scholars' Guide: Dystopian Fiction: How can I successfully write a description of a dystopian setting?

Week	I will need to know:	So that I can:
6	<ol style="list-style-type: none"> <li>1. <b>Colonisation</b> refers to the process by which a group or nation establishes control over a foreign territory or population. <b>Colonial</b> powers aimed to <b>exploit</b> the resources of the colonies, expand their influence, and spread their cultural and political dominance.</li> <li>2. Blackman <b>subverts colonisation</b> by reversing the traditional power dynamics based on race to challenge and expose the <b>inherent injustices</b> and <b>inequalities</b> of racial <b>discrimination</b>.</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Analyse</b> the ways in which colonisation impacts societal structures and relationships within texts, allowing me to understand the broader historical and thematic contexts in narratives that critique colonial power dynamics.</li> </ol>
7	<ol style="list-style-type: none"> <li>1. Blackman explores <b>prejudice</b> and <b>division</b> in the opening of the play, firstly to signal to readers that these themes will be a <b>prominent</b> in the play, and secondly to expose how <b>prejudice perpetuates</b> social and economic <b>disparities</b>.</li> <li>2. Blackman presents <b>discrimination</b> as having a significant impact on Sephy's and Callum's relationship in "Noughts and Crosses" to illustrate the destructive effects of <b>prejudice</b> on personal connections.</li> <li>3. Blackman presents <b>discrimination</b> as having a <b>detrimental</b> impact on Lynette to highlight the <b>profound</b> personal and <b>psychological</b> effects of <b>systemic prejudice</b>.</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Analyse</b> Blackman's presentation of the theme of prejudice and discrimination.</li> </ol>
8	<ol style="list-style-type: none"> <li>1. Blackman explores rebellion through the Liberation Militia to emphasise the need to address <b>systemic oppression</b> while cautioning against the potential pitfalls of <b>extremism</b>.</li> <li>2. Blackman presents the Crosses as <b>discriminating</b> against the noughts during Ryan's trial to highlight the <b>inherent biases</b> within the justice system, and the power <b>dynamics</b> that <b>perpetuate discrimination</b>.</li> <li>3. Blackman constructs a <b>sorrowful</b> ending for Sephy to <b>convey</b> the harsh reality faced by <b>marginalised</b> communities, and to <b>evoke</b> a desire for change in the audience.</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Analyse</b> Blackman's critique of social structures and their impact on marginalised groups.</li> <li>2. <b>Craft</b> engaging sentences that are varied in form and length.</li> </ol>
9	<ol style="list-style-type: none"> <li>1. Blackman presents Sephy as impacted by Ryan's trial to illustrate the internal struggle of confronting <b>systemic injustice</b>, and the potential for personal growth and <b>empathy</b>.</li> <li>2. Blackman presents Callum as <b>disloyal</b> to explore the ways in which <b>societal divisions</b> can influence an individual's choices, and to invite readers to <b>empathise</b> with the <b>internal</b> conflicts that arise from <b>systemic oppression</b>.</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Explore</b> how Blackman uses Sephy's character development to highlight the emotional and personal consequences of confronting systemic injustice</li> </ol>
10	<ol style="list-style-type: none"> <li>1. "Noughts and Crosses" was adapted to a play form to be used as an <b>immersive</b> experience and a <b>catalyst</b> for discussions around <b>racial discrimination, prejudice, and social inequality</b>.</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Analyse</b> how Blackman explores the complexities of personal choices influenced by societal divisions,</li> <li>2. <b>Reflect</b> on potential pathways for societal change.</li> </ol>
11	<p><b>Scholar's Prep:</b> To prepare for your upcoming assessment, you should self quiz on knowledge from weeks 1-10; revising for assessments keeps you on the path to leadership. Work hard and show your best!</p>	
12	<p><b>Super teaching week:</b> Your lessons this week will focus on key areas identified from your assessments. IT will be your opportunity to strengthen your knowledge on content covered from weeks 1-10 and cover any gaps in knowledge.</p>	

## Year 8 Maths Cycle 1

Careers linked to topics we study in this cycle are pharmacist, nurse, chef, actuary, architect, journalism, market research, quantitative analyst, project manager, marketing, business analyst, financial services

Week	I will know that:	So that I can:
<b>1</b> Brackets, Equations, and Inequalities 1	<ul style="list-style-type: none"> <li>To <b>expand</b> a single bracket, use the grid method and multiply all the terms</li> <li>To <b>factorise</b> multiple terms into a single bracket, use the grid method, putting the highest common factor outside of the grid</li> </ul>	<ul style="list-style-type: none"> <li>Expand single brackets (M237)</li> <li>Factorise expressions into a single bracket (M100)</li> <li>See also M637, M792, M960</li> </ul>
<b>2</b> Brackets, Equations, and Inequalities 2	<ul style="list-style-type: none"> <li>To <b>solve</b> an equation, I want to find the value of x by using inverse operations on both sides of the equals sign.</li> <li>To solve an equation involving <b>brackets</b>, it can help to first expand the brackets.</li> </ul>	<ul style="list-style-type: none"> <li>Solve simple equations (M855)</li> <li>Solve equations involving brackets (M902)</li> <li>See also M634, M647, M401, M509,</li> </ul>
<b>3</b> Brackets, Equations, and Inequalities 3	<ul style="list-style-type: none"> <li>Solving an <b>inequality</b> is like solving an <b>equation</b>. You can add, subtract, multiply, or divide on both sides until the <b>variable</b> is on its own.</li> <li>Use a multiplication grid to expand double brackets, then collect like terms</li> </ul>	<ul style="list-style-type: none"> <li>Solve inequalities (M118)</li> <li>Expand double brackets (M960)</li> <li>See also M830, M322, U606</li> </ul>
<b>4</b> Ratio and scale 1	<ul style="list-style-type: none"> <li>A <b>ratio</b> is written with a colon (e.g. 2:3) and shows how a total is split into parts</li> <li>To share an amount in a <b>ratio</b> you divide by total number of parts, then multiply each section of <b>ratio</b> by this number</li> </ul>	<ul style="list-style-type: none"> <li>Write and simplify ratios (M885)</li> <li>Use equivalent ratios to find unknown amounts (M801)</li> <li>Share amounts in a given ratio (M525)</li> <li>Convert between ratios, fractions and percentages (M267)</li> </ul>
<b>5</b> Ratio and scale 2	<ul style="list-style-type: none"> <li>The <b>radius</b> is the distance from the edge of the circle to the centre.</li> <li>The <b>circumference</b> of a circle is the distance around the circle (perimeter). It is calculated by multiplying the diameter by <b>p</b>.</li> </ul>	<ul style="list-style-type: none"> <li>Identify parts of circles (M595)</li> <li>Find the circumference of circles (M169)</li> </ul>

## Year 8 Maths Cycle 1

Week	I will know that:	So that I can:
<b>6</b> Multiplicative change 1	<ul style="list-style-type: none"> <li>Two quantities are in <b>direct proportion</b> if as one increases, the other increases at the same rate</li> <li>To use a conversion chart, find the value on the axis, go up/across to line, then down/across to the other axis</li> </ul>	<ul style="list-style-type: none"> <li>Solve proportion problems (M478)</li> <li>Value for money (M681)</li> <li>Interpreting real-life graphs (M771)</li> <li>Convert between currencies (U610)</li> </ul>
<b>7</b> Multiplicative change 2	<ul style="list-style-type: none"> <li><b>Similar shapes</b> are shapes which are enlargement of each other. The scale factor is what the sides have been multiplied by.</li> </ul>	<ul style="list-style-type: none"> <li>Draw and interpret scale diagrams (M112)</li> <li>Understand similarity (M377)</li> <li>Find unknown sides in similar shapes (M324)</li> </ul>
<b>8</b> Sequences	<ul style="list-style-type: none"> <li>A <b>term to term rule</b> explains how you go from one number to the next number in a sequence, e.g. add 3.</li> <li>To find the <b>nth term of a sequence</b>, find the different between the terms, write out that times table, and then find the adjustment. Nth term = difference(n) + adjustment e.g. nth term of 3,5,7,9 is <math>2n + 1</math></li> </ul>	<ul style="list-style-type: none"> <li>Generate sequences using a <b>term to term rule</b> (M381)</li> <li>Generate sequences using the <b>nth term</b> (M166)</li> </ul>
<b>9</b> Indices	<ul style="list-style-type: none"> <li>To multiply the same number/term raised to different powers, you can add the powers. E.g. <math>2^3 \times 2^4 = 2^7</math></li> <li>To divide the same number/term raised to different powers, you can subtract the powers. E.g. <math>a^5 \div a^2 = a^3</math></li> </ul>	<ul style="list-style-type: none"> <li><b>Multiply</b> and <b>divide</b> terms with <b>indices</b> (M608)</li> <li><b>Simplify</b> expressions involving <b>indices</b> (M120)</li> </ul>
<b>10</b> Fractions and Percentages	<ul style="list-style-type: none"> <li>For an increase of 25%, the <b>multiplier</b> is 1.25</li> <li>For a decrease of 15%, the <b>multiplier</b> is 0.85</li> <li>The <b>express</b> a number as a <b>percentage</b> of another, first express it as a <b>fraction</b>, then <b>convert</b> the <b>fraction</b> into a <b>percentage</b></li> </ul>	<ul style="list-style-type: none"> <li>Calculate percentages using <b>multipliers</b> (M905)</li> <li>Express a number as a <b>percentage</b> of another number (M235)</li> </ul>
<b>11</b>	<b>Scholar's Prep:</b> To prepare for your upcoming assessment, you should self quiz on knowledge from weeks 1-10; revising for assessments keeps you on the path to leadership. Work hard and show your best!	
<b>12</b>	<b>Super teaching week:</b> Your lessons this week will focus on key areas identified from your assessments. IT will be your opportunity to strengthen your knowledge on content covered from weeks 1-10 and cover any gaps in knowledge.	

## Art Y8 C1 The Formal Elements – Kicks – Baseline Unit 25-26

Careers linked to topics we study this cycle are....Graphic Designer, Curator, Fashion Designer, Textiles designer, Illustrator, Architect, Interior Designer, Advertising/Marketing Consultant, Gallery owner as I will be developing my practical drawing skills and theoretical knowledge about artists and my ability to communicate ideas.

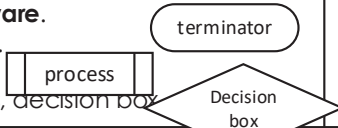
Week	I will need to know:	So that I can:
1 The Formal Elements	<ol style="list-style-type: none"> <li>The <b>Formal Elements</b> are the building blocks of any artwork. They are interlinked and you can refer to any of them when talking about your own or other's artwork. They are <b>Line, Tone, Colour, Composition, Shape, Form, Texture, Space, Perspective, Pattern</b>.</li> <li>The <b>Formal Elements</b> are present in both <b>2D</b> and <b>3D</b> work and across all specialisms – any <b>media, techniques and processes</b>.</li> <li>Use of <b>Formal Elements</b> allows artists to communicate with others (audience)</li> </ol>	<p>Identify them in my own or other's artwork. Create a knowledge organiser to show what the <b>Formal Elements</b> mean and how they are applied. Explain <b>practical</b> outcomes through <b>theoretical</b> terms and references. Engage with the work of <b>artists, designers and craftspeople</b>.</p>
2 Line and Composition	<ol style="list-style-type: none"> <li>That <b>composition</b> is the arrangement and positioning of <b>elements</b> within an area.</li> <li>That <b>tone</b> refers to the areas of light and dark within an image and it helps to create the illusion of depth and <b>3 dimensions</b>.</li> <li>That <b>perspective</b> is a way of showing distance in an artwork.</li> <li>Drawing in different ways improves <b>observational skills</b> and hand-eye coordination.</li> </ol>	<p>Complete a series of <b>drawing</b> challenges as part of drawing workshop – timed, blind contour, non-dominant hand, continuous line etc. Demonstrate an awareness of the <b>formal elements</b>.</p>
3 Contextual Analysis	<ol style="list-style-type: none"> <li>Artists apply <b>tone</b> in many different ways – using different <b>techniques</b>.</li> <li>We can follow a writing structure to <b>analyse</b> artwork effectively.</li> </ol>	<p>Make connections between <b>Formal Elements, media</b> and how artists (in this case <i>Mark Powell</i>, use different ways to apply <b>line</b> and <b>tone</b>. Identify a range of <b>techniques</b> in own and artist's work.</p>
4 Tone and Form	<ol style="list-style-type: none"> <li>Drawing from <b>observation</b> means looking <b>analytically</b> at an object person or place.</li> <li>That <b>tone</b> can be created by <b>blending</b> pencil gradually or by using <b>line/mark-making</b>.</li> <li>Holding a pencil on the side for <b>shading</b> and using the point for detail.</li> </ol>	<p>Create a successful <b>composition</b> (layout) for my <b>drawing</b>. Achieve a <b>tonal scale</b> and use this range in my <b>drawing</b>. <b>Draw</b> objects accurately and that appear <b>3-dimensional</b></p>
5 Monoprint – use of line	<ol style="list-style-type: none"> <li>Mono-printing is a form of printmaking that is closer to drawing or painting than any other print process as only one final image is made.</li> <li>You can draw free-hand or trace over images using the <b>mono-printing process</b>.</li> <li>That the <b>density</b> of <b>lines/ marks</b> can create different <b>values</b> of <b>light and dark</b>.</li> </ol>	<p>Understand that <b>monoprints</b> are singular and each outcome is different. Print appealing and impactful images of iconic shoes: DMs, Air Jordans, Converse High Tops, Vivienne Westwood, Crocs. Use <b>line</b> effectively to create different <b>tones (shading)</b></p>

## Art Y8 C1 The Formal Elements – Kicks – Baseline Unit 25-26

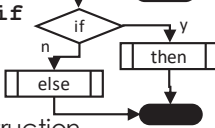
Week	I will need to know:	So that I can:
6 Monoprint – use of line	<ol style="list-style-type: none"> <li>1. Mono-printing is a form of printmaking that is closer to drawing or painting than any other print process as only one final image is made.</li> <li>2. You can draw free-hand or trace over images using the <b>mono-printing process</b>.</li> <li>3. That the <b>density of lines/ marks</b> can create different <b>values of light and dark</b>.</li> <li>4. That I can change my <b>printing surface/backgrounds</b> to alter my outcomes – colour, media backgrounds,</li> </ol>	<p>Understand that <b>monoprints</b> are singular and each outcome is different.</p> <p>Print appealing and impactful images of iconic shoes: DMs, Air Jordans, Converse High Tops, Vivienne Westwood, Crocs.</p> <p>Use <b>line</b> effectively to create different <b>tones (shading)</b></p> <p>Use a range of coloured backgrounds and <b>printing inks</b>.</p>
7 Refinement	<ol style="list-style-type: none"> <li>1. In Art we constantly seek to improve our knowledge of materials techniques and processes.</li> <li>2. In Art we constantly work to improve our practical outcomes and build our skills.</li> <li>3. That I can <b>refine</b> my work and make changes, developments and improvements.</li> </ol>	<p>Manipulate and work back into my prints and develop my visual outcomes through collage.</p> <p>Select and rearrange imagery to achieve alternative outcomes.</p>
8 Colour and Tone	<ol style="list-style-type: none"> <li>1. <b>Watercolour</b> paints can be used in <b>washes</b> (pale colour) and then layered to create detail and depth.</li> <li>2. There are different types of washes - <b>flat wash, graded wash, variegated wash</b>.</li> <li>3. That different brushes and painting techniques are used to create different effects and when working on different <b>scales</b> (large or small areas)</li> </ol>	<p>Include <b>media experiments</b> in preparation for my watercolour painting.</p> <p>To build my knowledge of painting techniques and tools and build my painting skills.</p>
9 Colour and Tone	<ol style="list-style-type: none"> <li>1. <b>Watercolours</b> can be mixed with white, black and grey to create <b>tints tones</b> and <b>shades</b>.</li> </ol>	<p>Develop colour mixing skills to match colours to an image.</p> <p>Use colour to create light and dark.</p>
10 Presentation Boards	<ol style="list-style-type: none"> <li>1. Clear and impactful presentation allows others to see your work at it's best.</li> <li>2. Meaningful <b>annotation</b> includes identifying strengths and where success criteria has been fulfilled – <b>WWW (What Works Well)</b> and also how improvements could be made to develop <b>practical skill</b> and <b>theoretical knowledge</b> – <b>EBI (Even Better If)</b>.</li> </ol>	<p>Clear titles, neat presentation of work and <b>reflective annotation</b>.</p> <p><b>Self, Peer &amp; Teacher Assessment / Feedback slips</b></p>
11	<p><b>Scholar's Prep:</b> To prepare for your upcoming assessment, you should Use lesson time for DIRT and completing the presentation board. Work hard and show your best!</p>	
12	<p><b>Super teaching week:</b> Your lessons this week will focus on key areas identified from your assessments. IT will be your opportunity to strengthen your knowledge on content covered from weeks 1-10 and cover any gaps in knowledge.</p>	

## Year 8 Computer Science

Careers linked to topics we study this cycle include Software Developer, Computer Hardware Engineer, Systems Analyst

Week	I will need to know:	So that I can:
1	<ol style="list-style-type: none"> <li>1) <b>Algorithms</b> are lists of instructions that solve a problem. All programs are <b>algorithms</b>, that needs a programming language.</li> <li>2) Know the short form of the basic turtle commands.</li> </ol>	<ol style="list-style-type: none"> <li>1) Understand that programs can only follow <b>declarative</b> instructions.</li> <li>2) Understand <i>given program</i> code and be able to modify and extend this code.</li> </ol>
2	<ol style="list-style-type: none"> <li>1) Define an <b>information system</b> as <b>integrated</b> set of components for collecting, storing, and <b>processing data</b> and for providing <b>information</b>.</li> <li>2) Know that a computer system function as programmable information system.</li> </ol>	<ol style="list-style-type: none"> <li>1) Identify inputs and outputs for a computer system, and describe the <b>processing</b> needed to turn input <b>data</b> into useful <b>information</b>.</li> <li>2) Plan and solve geometric problems in python turtle independently.</li> </ol>
3	<ol style="list-style-type: none"> <li>1) <b>Computer system</b> requires both <b>hardware</b> and <b>software</b>.</li> <li>2) <b>Hardware</b> is the physical part of a computer system.</li> <li>3) <b>Software</b> is the <b>logical</b> part of a computer system.</li> <li>4) Know the flowchart symbols for terminators, process, decision box.</li> </ol> 	<ol style="list-style-type: none"> <li>1) Identify the <b>hardware</b> and <b>software</b> components of day-to-day computer systems.</li> <li>2) Describe the <b>logic or decision process</b> carried out by day-to-day computer systems.</li> </ol>
4	<ol style="list-style-type: none"> <li>1) <b>Abstraction</b> is simplifying real life complexity by <i>ignoring unimportant</i> details.</li> <li>2) All computer hardware is built using the <b>transistor</b>.</li> <li>3) The <b>logic</b> gates are different <b>abstractions</b> of <b>transistor circuits</b>:                      . AND in <b>Series</b>; + OR in <b>Parallel</b>.</li> <li>4) Identify the 3 <b>logic</b> gates NOT, AND, OR and their <b>evaluation</b> rules.</li> <li>5) <b>Repetition</b> in coding is called <b>iteration</b>.</li> <li>6) The syntax of the for – loop in python:                     <pre style="border: 1px solid black; padding: 5px; margin-top: 10px;">for n in range(4):     t.fd(100)     t.rt(90)</pre> </li> </ol>	<ol style="list-style-type: none"> <li>1) Explain how we can abstract a 1p coin.</li> <li>2) Explain why computers use <b>binary</b> codes (0 or 1) for logic. <b>Abstracting</b> transistors to logic gates makes building and programming computers easier.</li> <li>3) Apply knowledge of the logical gate rules to predict the output of any gate given any input.</li> <li>4) Identify <b>manual repetition</b> in code and how translate this into <b>iteration</b> so the code is more <b>efficient</b>.</li> <li>5) Read and write iteration using the <code>for</code> loop.</li> </ol>
5	<ol style="list-style-type: none"> <li>1) the processing hardware of the computer system is the <b>CPU</b> and <b>RAM</b>.</li> <li>2) The CPU is connected to RAM by 3 sets of wires called a buses.</li> <li>3) <b>RAM</b> holds a running program <b>instructions (logic)</b> and <b>data</b>.</li> <li>4) 3 main <b>CPU</b> components are the <b>ALU, CU</b> and <b>registers</b></li> <li>5) The four steps of the <b>Fetch-Decode-Execute Cycle (FDE Cycle)</b></li> <li>6) The PURPOSE of the <b>CPU (CU)</b> is to carries out the FDE Cycle.</li> <li>7) Use a variable in your programs</li> </ol> <p><b>NEXT WEEK IS YOUR MID-POINT ASSESSMENT ON LESSONS 1-5</b></p>	<ol style="list-style-type: none"> <li>1) Describe how software and hardware work together to <b>execute_program</b> instructions.</li> <li>2) Describe how instructions are moved from RAM into the CPU.</li> <li>3) Explain that <b>RAM</b> only holds programs that <b>are running</b>.</li> <li>4) Explain the function of the 3 main CPU components and relate this to previous lessons on logic and information systems.</li> <li>5/6) Describe the four steps of the FDE Cycle in more detail.</li> <li>7) Continue to understand, modify and extend programs using iteration (<code>for</code>) or use a variable to control what polygon to draw.</li> </ol>

**Year 8 Computer Science**

Week	I will need to know:	So that I can:
6	Revision half lesson on lessons 1-5 A 40 Mark teams form Quiz	Know how well I have understood lessons 1-5 and areas I need to improve before week 11's assessment.
7	<p>1) <b>Denary</b> is a normal <b>base 10 number</b>, <b>binary</b> is a <b>base 2 number</b>. <span style="border: 1px solid black; padding: 2px;">x = 10</span></p> <p>2) A <b>BIT</b> is a binary digit, a nibble is 4-bits and a byte is 8 bits.</p> <p>3) The 4-bit binary <b>place values</b> 8, 4, 2, 1</p> <p>4) How to interpret 4-bit binary numbers by inspection. <span style="border: 1px solid black; padding: 2px;">print( "x is", x )</span></p> <p>5) How to display a simple text message or variables using <code>print()</code>.</p>	<p>1) Explain why binary is used by computers to represent numbers.</p> <p>2) Correctly identify about different size binary numbers.</p> <p>3) Calculate the 4-bit binary place values 8,4,2,1</p> <p>4) Count in binary from 0 to 15 and visually be able to read or calculate 4-bit binary numbers.</p> <p>5) Write simple interactive text based programs.</p>
8	<p>2) The 8-bit <b>binary place values</b> are <b>128, 64, 32, 16, 8, 4, 2, 1</b></p> <p>3) How to decode 8-bit binary numbers using <b>arithmetic expansion</b>.</p> <p>4) Know the 4 data types are:              * <code>int()</code> - integer                      * <code>float()</code> - decimal point              * <code>str()</code> - string (text)            * <code>bool()</code> - Boolean (True/False)</p>	<p>2) Apply arithmetic expansion to decode 4-bit and 8-bit binary numbers.</p> <p>3) Correctly type cast input for integer or decimal point numbers.</p> <p>4) Integers are used to stor whole numbers, but float is used for decimal point numbers. Strings are usually messages in single or double quotes.</p>
9	<p>1) To encode denary to 8-bit binary to use the <b>subtraction method..</b></p> <p>2) The arithmetic expressions used in code:              o + addition            o - subtraction              o * multiplication    o / - division (always a float())</p> <p>3) How to identify program inputs and outputs. <span style="border: 1px solid black; padding: 2px;">x=input()</span>  <span style="border: 1px solid black; padding: 2px;">print( "x is", x )</span></p>	<p>1) Apply the subtraction method to encode any denary number 0..255.</p> <p>2) Write assignment calculation statements</p> <p>3) Understand, modify and independently write simple input, process, output programs.</p>
10	<p>1) The <b>selection</b> instruction is <b>if</b></p> <p>2) The binary operators:              == for equal to              != for not equal to</p> <p>3) The syntax of the if else instruction</p> <div style="display: flex; align-items: center;">  <div style="border: 1px solid black; padding: 5px; margin-left: 10px;"> <pre>if test :   then statement (s) else :   else statements (s)</pre> </div> </div>	<p>1) Apply == for testing <b>is equal to</b> and != for testing <b>not equal to</b>.</p> <p>2) Read, understand and interpret simple programs requiring logic (a decision process).</p> <p>3) Modify, extend and independently write simple programs logical statements requiring == (equal to) or != (not equal to) decisions.</p>
11	<p><b>Scholar's Prep:</b> To prepare for your upcoming assessment, you should self quiz on knowledge from weeks 1-10; revising for assessments keeps you on the path to leadership. Work hard and show your best!</p>	
12	<p><b>Super teaching week:</b> Your lessons this week will focus on key areas identified from your assessments. IT will be your opportunity to strengthen your knowledge on content covered from weeks 1-10 and cover any gaps in knowledge.</p>	

## Year 8 Drama Cycle One

Careers linked to topics we study this cycle are....storytelling, performance poetry, acting, company directing, events management as I will be developing my leadership and management skills.

Week	I will need to know:	So that I can:
<b>1</b> Introduction	<ol style="list-style-type: none"> <li>1. Drama can develop life skills of communication, creativity and confidence.</li> <li>2. Devising means creating a performance from scratch, without a script.</li> <li>3. We use a stimulus when devising to give us a creative idea.</li> <li>4. An example of a stimulus could be a photograph, poem, object, news article or piece of music.</li> </ol>	<ol style="list-style-type: none"> <li>1. Be safe, kind and respectful in the Drama classroom.</li> <li>2. Work well with other people, a skill that will help me in all subjects and in my future career.</li> <li>3. Challenge myself to produce unique and exciting ideas for a performance.</li> </ol>
<b>2</b> Building a narrative	<ol style="list-style-type: none"> <li>1. Tableaux is a Drama technique used to show a still image.</li> <li>2. A narrative is another word for a storyline of a play, film or story.</li> <li>3. There are four parts to a narrative: the exposition, the rising action, the climax and the falling action.</li> </ol>	<ol style="list-style-type: none"> <li>1. Show an audience the key moments in a story.</li> <li>2. Be independent in the decisions I am making as a group to tell a story in an original way.</li> <li>3. Create and engaging and clear plot in a devised performance.</li> </ol>
<b>3</b> Transitions	<ol style="list-style-type: none"> <li>1. Transitions are the moments of change in Drama between one scene into another.</li> <li>2. Transitions need to be well prepared and rehearsed to look professional to an audience.</li> <li>3. A group of performers that work together are called an Ensemble.</li> </ol>	<ol style="list-style-type: none"> <li>1. Develop a full piece of Drama with a focus on keeping an audience engaged.</li> <li>2. Collaborate with members of a group so that we are all contributing ideas in an effective way.</li> </ol>
<b>4</b> Using a stimulus	<ol style="list-style-type: none"> <li>1. Asking imaginary questions about a stimulus can help produce creative ideas.</li> <li>2. The five Ws can be a helpful way to think of some questions.</li> <li>3. They are <i>What, Where, When, Why, Who?</i></li> <li>4. For example, "Where was this photograph taken?" or "Who does this hat belong to?"</li> </ol>	<ol style="list-style-type: none"> <li>1. Create detailed and unique responses to a stimulus.</li> <li>2. Generate ideas which will build content for independent devising work.</li> <li>3. Use a variety of stimulus materials to inspire creative work.</li> </ol>
<b>5</b> Practitioner research: Body-as-Prop	<ol style="list-style-type: none"> <li>1. A practitioner is a person who develops new techniques in Drama, Art or Music.</li> <li>2. Practitioners give inspirational creative ideas for other ensembles to use.</li> <li>3. Body-as-prop is a technique where an ensemble create the shape of props on stage using their bodies rather than real objects.</li> <li>4. This technique is inspired by a practitioner called Steven Berkoff.</li> </ol>	<ol style="list-style-type: none"> <li>1. Expand my understanding of different styles and techniques in Drama.</li> <li>2. Develop new performance techniques with a particular focus on using my physical skills to create dramatic content.</li> <li>3. Work with an ensemble to ensure everyone is included and working at an equal level.</li> </ol>

## Year 8 Drama Cycle One

Week	I will need to know:	So that I can:
<b>6</b> Narration (Midpoint)	<ol style="list-style-type: none"> <li>Narration is adding spoken words for the audience about the action onstage.</li> <li>Narration is like a storyteller giving the audience information about the narrative so the story and characters are clear and understandable for the audience.</li> </ol>	<ol style="list-style-type: none"> <li>Devise a piece of drama with the same approach that a professional would have; always thinking about the audience's reaction and understanding.</li> <li>Make the purpose of a narrative clear so an audience remain engaged.</li> </ol>
<b>7</b> Vocal skills	<ol style="list-style-type: none"> <li>Pitch is how high or low a performer's voice is.</li> <li>Pace is how slowly or quickly a performer speaks.</li> <li>Volume is how quiet or loud a performer's voice is.</li> <li>Tone is the emotional quality in a voice - for example, happy, angry, sad, anxious.</li> </ol>	<ol style="list-style-type: none"> <li>Use a variety of vocal skills to expand my abilities as a performer.</li> <li>Deliver a performance that sounds interesting and exciting, rather than dull and flat.</li> </ol>
<b>8</b> Flashback	<ol style="list-style-type: none"> <li>A flashback is a scene that interrupts the chronological flow of a performance.</li> <li>It allows the story to delve into the past, revealing backstory, character development, or crucial events that influence the present.</li> <li>The transition between past and present needs to be clear in a flashback so the audience aren't confused.</li> </ol>	<ol style="list-style-type: none"> <li>Demonstrate my deeper understanding of a narrative through the changes I make to my vocal performance.</li> <li>Show the audience the backstory of a character to create more tension in their response to it.</li> </ol>
<b>9</b> Rehearsal	<ol style="list-style-type: none"> <li>Effective rehearsal in drama relies on focus, collaboration, leadership, time keeping and accuracy.</li> <li>A successful ensemble need to speak to each other respectfully and all be committed to participating equally.</li> </ol>	<ol style="list-style-type: none"> <li>Work with my group effectively to ensure our performance is cohesive and successfully conveys the intended emotions and themes.</li> </ol>
<b>10</b> Performance	<ol style="list-style-type: none"> <li>"Evaluate" means to assess or determine the value, significance, or quality of something.</li> <li>It involves examining and judging the worth, quality, or condition of a particular item, situation, or concept.</li> </ol>	<ol style="list-style-type: none"> <li>Evaluate a piece of drama work effectively and give helpful advice, encouragement and feedback to my own team as well as other groups.</li> <li>Act on the evaluation given after our group's performance.</li> </ol>
<b>11</b> Assessment	<b>Scholar's Prep:</b> To prepare for your upcoming assessment, you should practise your performance and self-quiz on knowledge from weeks 1-10; revising for assessments keeps you on the path to scholarship. Work hard and show your best!	
<b>12</b>	<b>Super teaching week:</b> Your lessons this week will focus on key areas identified from your assessments. It will be your opportunity to strengthen your knowledge on content covered from weeks 1-10 and cover any gaps in knowledge.	

## Design and Technology

Careers linked to topics we study this cycle are aeronautical, electrical, structural, Nuclear, environmental, communications, marine, sound, lighting and robotic engineers. Interior, graphical, web, game and industrial designers. Architects, IT, manufacturing, fashion and beauty. Inventor etc.

Week	I will need to know	So that I can:
1 Design opportunities and analysis of task. Mechanisms focus on levers.	<ol style="list-style-type: none"> <li>1. <b>Design opportunities</b> are created through needs and everyday problems. *Business</li> <li>2. A task can be broken down into individual <b>components</b>.</li> <li>3. <b>Mechanical advantage</b> enables people to operate <b>mechanisms</b> using a small amount of <b>effort</b>.</li> <li>4. There are three <b>classes of levers</b> which give you <b>mechanical advantage</b>. *Science</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify problems where age or disability has an impact on everyday life.</li> <li>2. Analyse what is required for a human being to retrieve small objects from the floor in an upright or seated position.</li> <li>3. Apply <b>mechanical advantage</b> to a product where less <b>effort</b> is required to generate a greater <b>force</b>.</li> <li>4. Select the appropriate <b>class of lever</b> for a <b>mechanical device</b>.</li> </ol>
2 Modelling mechanical solutions. Communicating dimensions for manufacturing.	<ol style="list-style-type: none"> <li>1. Models are used in the development stage of the design process to check <b>solutions</b>. Producing a <b>model</b> saves time and materials during the design stages leading up to manufacture..</li> <li>2. Any material can be considered a modelling material, but some are easier to work with e.g. card.</li> <li>3. Moving parts of a model can be easily assembled using paper fasteners..</li> <li>4. Measurements are communicated through <b>working drawings</b>.</li> </ol>	<ol style="list-style-type: none"> <li>1. Justify why modelling is used to save time and materials when testing a solution.</li> <li>2. To be able to select the appropriate materials and methods of fixing to ensure a working <b>prototype</b>.</li> <li>3. How to safely and accurately produce a working model of the litter picker <b>mechanism</b>.</li> <li>4. Record and communicate British Standard drawing elevations and dimensions.</li> </ol>
3 Selecting appropriate materials. Machining and thread cutting.	<ol style="list-style-type: none"> <li>1. Materials are selected through analysing the <b>form, function, performance</b> of a product and the <b>material properties</b></li> <li>2. A <b>centre punch</b> is used to mark where a hole is to be drilled in metal.</li> <li>3. <b>Safety glasses</b>, long hair and loose clothing to be tied back when using machinery.</li> <li>4. <b>Threaded screws</b> are used to fix some <b>components</b> in place so they can be easily removed with a screwdriver.</li> <li>5. <b>Tapping</b> is the process of cutting a thread..</li> </ol>	<ol style="list-style-type: none"> <li>1. Choose and justify the choice of aluminum as the body of the product using <b>technical information</b>.</li> <li>2. To be able to accurately mark out all fixing holes in the body of the grabber.</li> <li>3. Drill metal safely without risk to myself or others.</li> <li>4. Demonstrate why moving parts need a <b>screw</b> fixing as against a permanent fixing.</li> <li>5. Accurately cut a 4mm <b>thread</b> to secure all moving parts.</li> </ol>
4 Line bending using jigs. Ergonomics and anthropometrics.	<ol style="list-style-type: none"> <li>1. The process of <b>line bending</b> can be used to create complex shapes when a <b>jig</b> is used.</li> <li>2. An <b>ergonomic</b> handle can be created by designing it to fit your hand. *Science</li> <li>3. <b>Anthropometric</b> data can be gathered by measuring your hand. *Science</li> <li>4. Producing a card model of your handle, which you can keep checking, will enable you to make a perfectly <b>ergonomic</b> component for your product..</li> </ol>	<ol style="list-style-type: none"> <li>1. Use the <b>strip heater and jigs</b> to form the ergonomic comfort curve at the base of the handle.</li> <li>2. Generate the <b>ergonomic</b> features required to design a comfortable handle.</li> <li>3. Use the size of my hand to inform and improve the design of the handle.</li> <li>4. Use card to check and improve the design of components.</li> </ol>
5 Shaping and finishing acrylic. Assembly with rivets.	<ol style="list-style-type: none"> <li>1. <b>Templates</b> are an important part of the <b>manufacturing</b> process so that batch produced components can be identical.</li> <li>2. A fret saw can also be used to cut acrylic.</li> <li>3. The edges of a piece of <b>acrylic</b> can be finished by. 1) <b>Draw filing</b> the edges. 2) Different grades of <b>wet and dry paper</b> to remove file marks. 3) Finally using an <b>acrylic polish</b> to remove all fine scratches and make it shine.</li> <li>4. A <b>rivet</b> is used to hold components together</li> <li>5. It is important to check you position all moving parts <b>ergonomically</b> to ensure you can easily operate the grabber..</li> </ol>	<ol style="list-style-type: none"> <li>1. Reproduce a successful design from a model using a template.</li> <li>2. Safely and correctly cut the handle design on the previously <b>line bent</b> acrylic.</li> <li>3. Use different <b>abrasive</b> tools and materials to finish the acrylic.</li> <li>4. Justify and demonstrate the process of <b>riveting</b> as a method of fixing components.</li> <li>5. <b>Rivet</b> the <b>acrylic</b> handle into position allowing space for all moving parts.</li> </ol>

## Design and Technology

Week	I will need to know:	So that I can:
6 Batch production. Client focused design Use of jigs and allowance for design trends	<ol style="list-style-type: none"> <li>There are different types of production e.g. <b>batch, Mass, One off, Continuous and Just in Time.</b> *Business</li> <li>Client feedback enables a designer to make changes.</li> <li><b>Batch production</b> allows you to make <b>cosmetic</b> changes easily.</li> </ol>	<ol style="list-style-type: none"> <li>Produce an <b>ergonomic</b> trigger using a <b>template</b></li> <li>Position and improve the performance of the trigger reacting to feedback from testing.</li> <li>Make changes to items produced with a <b>jig</b> during batch <b>production</b> methods.</li> </ol>
7 Shaping aluminium and waste removal. Aesthetically improving functioning components.	<ol style="list-style-type: none"> <li>Slots can be created in metal using a drill and a file. This is called <b>chain drilling</b>.</li> <li><b>Aluminium</b> is self-finishing, but scratches can be removed with a file and very fine wet and dry paper..</li> <li>A design must meet <b>specification</b> points for it to be successful e.g. <b>function, performance, intended market, quality, size, cost and aesthetics</b>.</li> <li>Ideas must reflect the specification points previously mentioned.</li> </ol>	<ol style="list-style-type: none"> <li>Safely and <b>accurately</b> create a slot to house the jaws in the <b>aluminium</b> Body. The slot maybe milled or chain drilled and finished with a file.</li> <li>Use the correct method of <b>filing, draw or cross</b>, to finish plastic and metal components</li> <li>Generate a <b>design specification</b> of key points for jaws of the litter picker. (<b>Performance, Function and Aesthetics</b>)</li> <li>Produce a iterative range of ideas and analyse their potential.</li> </ol>
8 Manufacturing components. Product assembly and testing.	<ol style="list-style-type: none"> <li>A <b>scroll saw (fret saw)</b> is used to cut out complex shapes in many materials.</li> <li>Material properties affect performance and the products life span e.g. if steel is used and not coated it will <b>rust</b> if left outside.</li> <li>Moving parts must <b>generate</b> hardly any <b>friction</b> for the product to operate <b>smoothly</b>. *Science</li> <li>Testing products at all stages ensures quality control.</li> </ol>	<ol style="list-style-type: none"> <li>Safely and accurately use a scroll saw to cut the complex shape of the jaws for the litter picker.</li> <li>Justify the decision to use <b>manufactured boards</b> for certain components. <b>Physical properties, aesthetics, cost and environmental impact</b></li> <li>Chose the correct equipment and processes to assemble components.</li> <li>Test, analyse and react to improve performance of all moving parts.</li> </ol>
9 Applying a finish to aesthetically improve a product.	<ol style="list-style-type: none"> <li>Removal of materials from large sheets must be carefully planned to ensure the <b>minimum</b> amount of <b>waste</b> is created..</li> <li>Designs can be <b>traced</b> and reproduced on material to ensure material is not wasted.</li> <li>Over complicated <b>aesthetics</b> will make a design look messy. Simple designs are the most <b>effective</b>, less is more.</li> <li>Adhesive coloured <b>vinyl</b> can be used instead of paint to produce a modern quality <b>finish</b>. Sharp <b>craft knives</b> can be used with safety rulers to cut out vinyl cosmetics for products.</li> </ol>	<ol style="list-style-type: none"> <li>Use materials cost effectively ensuring that there is minimum waste.</li> <li>Accurately reproduce designs, at a <b>scale of 1:1</b>, on material for cutting out.</li> <li>Distinguish the differences between a overly complicated design and the <b>effectiveness</b> of a simple design.</li> <li>Safely and accurately cut out all vinyl parts to be added to the litter picker jaws.</li> </ol>
10 Evaluating a product against a design specification.	<ol style="list-style-type: none"> <li>How to generate a structured <b>evaluation of Terms of reference, methodology, findings, conclusion and recommendations</b>.</li> <li>The differences between <b>qualitative and quantitative data</b></li> </ol>	<ol style="list-style-type: none"> <li>Test, evaluate and write a detailed report on the products performance highlighting areas for <b>improvement</b>.</li> <li>Include <b>qualitative and quantitative data</b> when required in the <b>evaluation process</b>.</li> </ol>
11	<b>Scholar's Prep:</b> To prepare for your upcoming assessment, you should self- quiz on knowledge from weeks 1-10; revising for assessments keeps you on the path to leadership. Work hard and show your best!	
12	<b>Super teaching week:</b> Your lessons this week will focus on key areas identified from your assessments. It will be your opportunity to strengthen your knowledge on content covered from weeks 1-10 and cover any gaps in knowledge.	

## Year 8 Food Technology

Careers linked to topics we study this cycle are.... Chef, hotel/ restaurant manager, event organizer, nutritionist, food scientist, food product developer or food journalist

Week	I will need to know:	Practical:	So that I can:
<b>1</b> Review of food safety	<ol style="list-style-type: none"> <li><b>Danger temperature zone</b> is between 5°C to 63°C. Cooked and reheated food should be piping hot (reach 70°C), and ingredients should be kept in the fridge (under 5°C) to avoid food poisoning.</li> <li>It is not safe to defrost meat at room temperature. <b>Defrost meat safely</b> by placing it <b>in the fridge</b> the day before. Make sure it is on a tray on the bottom shelf to prevent cross-contamination.</li> </ol>	<p><b>NO</b> practical lesson in the first week.</p> <ul style="list-style-type: none"> <li>In future practical lessons, <b>bring ingredients, a container, and a fork</b>. Store them in the food room <b>BEFORE tutor time</b>.</li> <li><b>Remove coats and jewellery, put aprons on, and tie long hair</b> before cooking.</li> </ul>	<ol style="list-style-type: none"> <li>Explain why health and safety in food handling is crucial.</li> <li>Explain the concept of danger temperature zone and how it can occur in food preparation.</li> </ol>
<b>2</b> Review steps for practical lessons	<ol style="list-style-type: none"> <li>To prevent burns, one must use <b>a dry towel or oven mitts</b> to hold a tray. Do not touch the hob in any situation. If burns happen, cool down the wound with running tap water for 5 minutes immediately and notify teachers.</li> <li>Identifying kitchen tools and cleaning products – <b>surface cleaner</b> is used to wipe the table; <b>hob cleaner</b> is to remove the grease.</li> </ol>	<p style="text-align: center;"><u>Apple Crumble</u></p> <ol style="list-style-type: none"> <li>Use the <b>rubbing-in method</b> to incorporate butter into dry ingredients until the mixture resembles coarse crumbs.</li> <li>Use of scale – Don't count the weight of the mixing bowl. Do not mix food on the scale because it will <b>damage the calibrator</b>.</li> </ol>	<ol style="list-style-type: none"> <li>Use the right tool in practical lessons.</li> <li>Use rubbing-in method to make a popular dessert.</li> </ol>
<b>3</b> Food Choices	<ol style="list-style-type: none"> <li><b>Family income, cultural background, dietary requirements, advertising, and marketing</b> can affect food choices. One's budget constraints may lead to more affordable but less nutritious options.</li> <li>Dietary requirements: <b>Vegetarians</b> don't eat meat, but they can eat eggs and dairy products. Vegans cannot have any animal-related products, like honey. <b>Pescatarian</b> are vegetarians who also consume fish. <b>*Religious studies</b></li> </ol>	<p style="text-align: center;"><u>Spring Roll</u></p> <ol style="list-style-type: none"> <li>Use the <b>claw grip method</b> to cut the ingredients.</li> <li>Seal the spring rolls with water so the fillings will not fall out. Do not overfill the spring rolls.</li> </ol>	<ol style="list-style-type: none"> <li>Deepen one's understanding of food culture.</li> <li>Learn how to <b>assemble</b> spring rolls.</li> </ol>
<b>4</b> Culture of food	<ol style="list-style-type: none"> <li><b>Food provenance</b>: England is famous for its Fish and Chips in coastal regions. France is famous for pastry. Spain is famous for its paella and quesadillas.</li> <li><b>Dining manner</b>: British people tend to view slurping spaghetti as impolite, but in Japanese culture, slurping noodles is a sign of appreciation.</li> </ol>	<p style="text-align: center;"><u>Quesadilla</u></p> <ol style="list-style-type: none"> <li>The word "quesadilla" comes from the Spanish word "queso," which means cheese. <b>*MFL</b></li> <li>Practice <b>heat control</b> to achieve a golden, crispy Quesadilla while ensuring the cheese melts inside.</li> </ol>	<ol style="list-style-type: none"> <li>Understand how people decide what to eat based on a combination of factors.</li> <li>Create a crispy quesadilla and assemble it with fillings and melted cheese.</li> </ol>
<b>5</b> Protein	<ol style="list-style-type: none"> <li><b>Protein</b> can help with the <b>growth and repair of the muscle</b>.</li> <li>Protein can be found in food such as meat, cheese, fish, or eggs.</li> <li>Vegans cannot consume animal products, but they can get all the protein they need from <b>nuts, seeds, and beans</b>. <b>*Science</b></li> </ol>	<p style="text-align: center;"><u>Teriyaki Chicken and Broccoli rice</u></p> <ol style="list-style-type: none"> <li><b>Use red chopping board for raw chicken</b> and use yellow chopping board for cooked chicken. Don't wash chicken as Salmonella can be splashed to the tap and the sink.</li> <li>Marinade: Cutting meat into smaller pieces can help to increase the flavour.</li> </ol>	<ol style="list-style-type: none"> <li>Know what is the function of protein.</li> <li>Learn how to marinate chicken and make a chicken dish.</li> </ol>

## Year 8 Food Technology

Week	I will need to know:	Practical:	So that I can:
6 Fast Food	<ol style="list-style-type: none"> <li>The distinguishing features of fast food include <b>the speed of service, standardized menus, convenience, and affordability</b>.</li> <li>The health implications of consuming fast food regularly include <b>high calorie, saturated fat, sodium, and sugar</b> content issues. These elements may raise <b>bad cholesterol</b> and lead to <b>heart disease</b>. *Science</li> </ol>	<p style="text-align: center;"><u>Burger</u></p> <ol style="list-style-type: none"> <li>To make juicy and flavourful burgers, choose ground beef that is 20 to 30 percent fat. <b>Lean meat will not stick together very well.</b></li> <li>Shape the burger patty using ground meat and season it with desired spices or herbs.</li> </ol>	<ol style="list-style-type: none"> <li>Describe the health impact of eating fast food regularly.</li> <li>Learn how to choose meat for a homemade burger patty.</li> </ol>
7 Processed food	<ol style="list-style-type: none"> <li>Food processing methods include freezing, canning, cooking, and drying.</li> <li><b>Ultra-processed foods</b> have five or more ingredients added and are filled with <b>sugars, oils, fats, salt, anti-oxidants, stabilizers, and preservatives</b>. Eating too many of them increases the risk of obesity and diabetes.</li> </ol>	<p style="text-align: center;"><u>Chicken schnitzel</u></p> <ol style="list-style-type: none"> <li><b>Tenderizing</b> chicken helps the meat cook evenly and be softer and juicier.</li> <li>Practicing breading the chicken evenly.</li> </ol>	<ol style="list-style-type: none"> <li>Know what are the benefits of cooking on our own instead of relying on processed food.</li> <li>Learn how to make the batter for chicken.</li> </ol>
8 Diet and life stages	<ol style="list-style-type: none"> <li><b>Children and teenagers</b> need a balanced diet for growth and development. Dairy products high in <b>protein and calcium</b> should be encouraged to meet nutrient needs and foster healthy eating habits.</li> <li><b>Adults</b> need to maintain a healthy weight and <b>prevent chronic diseases</b>. A balanced diet of various vegetables, whole grains and healthy fats can help.</li> </ol>	<p style="text-align: center;"><u>Chow Mein</u></p> <ol style="list-style-type: none"> <li><b>Stir-fry</b> method: cook food quickly by cutting it into small pieces and stirring constantly in a wok or frying pan over high heat.</li> </ol>	<ol style="list-style-type: none"> <li>Suggest appropriate meals for different life stages according to their nutritional needs.</li> <li>Use stir-fry method to create a popular takeaway dish.</li> </ol>
9 Food waste and food security	<ol style="list-style-type: none"> <li>We can use the <b>3Rs approach</b> to manage food waste. <b>Reduce</b> impulse buys by meal planning. <b>Reuse</b> stale bread for bread pudding. <b>Recycle</b> food scraps as animal feed.</li> <li><b>Food security</b> means having <b>physical and economic access</b> to sufficient food to meet dietary needs for a healthy life. *Geography</li> </ol>	<p style="text-align: center;"><u>Bolognese</u></p> <ol style="list-style-type: none"> <li>Sauté <b>aromatic</b> ingredients first including onion, garlic and carrot to build the flavour.</li> <li><b>Searing</b> the meat can enhance the flavour. It is a cooking technique that use a high temperature to create a crisp browning.</li> </ol>	<ol style="list-style-type: none"> <li>Reduce food waste as an individual.</li> <li>Understand while there is a huge amount of food waste, some people in the world are facing food insecurity.</li> </ol>
10 From farm to fork	<ol style="list-style-type: none"> <li>The journey of a potato from farm to fork involves several stages: <b>farming, harvesting, processing and packaging, distribution, retail, consumption and disposal</b>.</li> <li>Sustainability: all stages should aim to reduce environmental impact, promote biodiversity, and use resources efficiently.</li> </ol>	<p style="text-align: center;"><u>Tikka Masala</u></p> <ol style="list-style-type: none"> <li>It includes aromatics like onions, garlic and ginger; <b>spices and seasonings</b> like turmeric, cumin, coriander and chili powder.</li> </ol>	<ol style="list-style-type: none"> <li>Understand where food comes from and how to promote a sustainable food system.</li> <li>Learn how to use spice to enhance the flavour of a dish.</li> </ol>
11	<b>Leader's Prep:</b> To prepare for your upcoming assessment, you should self quiz on knowledge from weeks 1-10; revising for assessments keeps you on the path to leadership. Work hard and show your best!		
12	<b>Super teaching week:</b> Your lessons this week will focus on key areas identified from your assessments. IT will be your opportunity to strengthen your knowledge on content covered from weeks 1-10 and cover any gaps in knowledge.		

**Year 8 Geography Cycle 1: What are the causes, consequences, and solutions to the development gap?**

Careers linked to topics we study this cycle included things like diplomat, consultant, charity worker, retail sector, business, finance and lawyer as I will be developing my understanding of the how the world is becoming more interconnected and the impact this has on people.

Week	I will need to know:	So that I can:
<p><b>1</b> What is development?</p>	<p>1. A <b>misconception</b> is common opinion based on faulty thinking e.g. 'all of Africa is poor'.                  2. All countries can be classified into <b>developing</b> (low-income), <b>emerging</b> (middle income) and <b>developed countries</b> (high income).                  3. <b>Development</b> can be categorised by social, economic, political and sustainable development.</p>	<p>1. Identify my own misconceptions and address them.                  2. Classify countries by their level of development.</p>
<p><b>2</b> Measuring development</p>	<p>1. Wealth <b>indicators</b> include: GNI (Gross National Income) per capita which is the total income of the country divided by number of people, GDP (Gross Domestic Product) per capita which is the total value of goods and services earned by a country divided by the population and PPP (Purchasing Power Parity) which shows how much \$1 is worth in a country. <b>*Maths</b>                  2. Social <b>development</b> can be measured through factors such as birth rate, death rate and literacy rate. <b>*Maths</b>                  3. Single <b>indicators</b> can give a false picture which misses out important outliers, whereas composite (multiple) <b>indicators</b> can give a fairer picture (e.g. <b>Human Development Index</b>).</p>	<p>1. Compare the level of development for a range of countries.                  2. Assess which is the most useful measure of development.</p>
<p><b>3</b> Uneven development</p>	<p>1. <b>Physical</b> factors affecting development include poor climate (e.g. fewer crops can be grown meaning lower food supplies and less to sell resulting in lower income and less tax revenue to the government) and few raw materials (e.g. oil, coal meaning fewer products to sell or use in industries). <b>*Science</b>                  2. <b>Historical</b> reasons for uneven development include colonisation, and conflict causing destruction of homes, hospitals, schools which then need replacing. <b>*English, History</b>                  3. <b>Economic</b> factors include poor trade links (results in less <b>trade</b>) and debts.                  4. <b>Globalisation</b> can accelerate development for some areas.</p>	<p>1. Explain why the UK has developed faster than India.                  2. Explain how globalisation has helped India develop.</p>
<p><b>4</b> Structure of the economy</p>	<p>1. The four <b>sectors of the economy</b> are primary, secondary, tertiary and quaternary.                  2. The economy of <b>developing</b> and <b>emerging</b> countries are largely based on the primary and secondary.                  3. Rapid development in India has resulted in a smaller proportion of the economy based on the primary sector.                  4. The economy of <b>developed</b> countries such as the UK are largely based on the tertiary sector.</p>	<p>1. Explain how and why the UKs and India's economies have changed over time.</p>
<p><b>5</b> Positive impact of globalisation and rapid development</p>	<p>1. <b>Globalisation</b> has had positive impacts for development as it has created job opportunities, improved <b>infrastructure</b> and provided new social opportunities. <b>*History</b>                  2. TNCs (Transnational corporations), such as BT, have built factories and call centres in India which provide employment. This creates the <b>multiplier effect</b>, as the new job opportunities attract more people to the area who will spend money, which will further improve the economy.</p>	<p>1. Assess the extent to which globalisation has positively benefited nations.                  2. Explain the multiplier effect.</p>

**Year 8 Geography Cycle 1: What are the causes, consequences, and solutions to the development gap?**

Week	I will need to know:	So that I can:
<p><b>6</b> Negative impact of globalisation and rapid development</p>	<ol style="list-style-type: none"> <li><b>Globalisation</b> and rapid development has increased the <b>inequality</b> between rural and urban areas. Rapid development has also resulted in the creation of poor quality housing (<b>chawls</b>) within cities, increased pressure on services such as health care and education and higher levels of pollution.</li> <li>The fast fashion industry is a result of <b>globalisation</b>. The fast fashion industry has caused significant social impacts (poor working conditions, low pay) and devastating environmental impacts (water pollution, release of greenhouse gases) especially in South East Asia. <b>*Design Technology</b></li> </ol>	<ol style="list-style-type: none"> <li>Explain how rapid development has created inequality.</li> <li>Assess the impacts of globalisation on developing and developed countries.</li> </ol>
<p><b>7</b> Addressing the development gap</p>	<ol style="list-style-type: none"> <li>The Development Gap refers to the widening difference in levels of development between the world's richest and poorest countries.</li> <li><b>Top-down</b> strategies are government led large scale projects. Top-down strategies address nationwide issues and attempt to make significant change for many, but often overlook the needs of some communities.</li> <li><b>Bottom-up</b> strategies are smaller scale projects led by charities. These projects address issues locals experience and improve <b>quality of life</b>, but do not address country wide issues.</li> </ol>	<ol style="list-style-type: none"> <li>Evaluate the success of top down and bottom-up strategies in closing the development gap.</li> </ol>
<p><b>8</b> Addressing the development gap</p>	<ol style="list-style-type: none"> <li><b>Tourism</b> has increased recently due to <b>globalisation</b>. This has aided development as it can lead to an increased average income and provided courses to help locals gain skills. However, it can also caused increased pollution, drug use and cultural erosion (loss of culture).</li> <li>Not all <b>stakeholders</b> benefit from each solution e.g. locals are not included in decision making in <b>top-down</b> development, so each solution must be weighed up for its costs and benefits.</li> </ol>	<ol style="list-style-type: none"> <li>Explain how tourism has helped development.</li> <li>Decide which solution I think is the best at closing the development gap in India and evaluate the costs of benefits of each.</li> </ol>
<p><b>9</b> Understanding western development</p>	<ol style="list-style-type: none"> <li>The <b>criteria for successful development</b> is often criticised as "Euro-centric". The international development agenda supports <b>western perceptions</b> of success as set out by the World Bank and International Monetary Fund, which can be criticised as neo-colonial and bias towards already developed nations.</li> <li>Western models of development have allowed for significant <b>economic growth</b> and <b>raised living standards</b>, but this has come at the expense of <b>economic and social equality</b> and <b>environmental degradation</b></li> </ol>	<ol style="list-style-type: none"> <li>Understand how western priorities have influenced the criteria for successful development.</li> <li>Evaluate the benefits and shortcomings of western development models.</li> </ol>
<p><b>10</b> Alternative models of development</p>	<ol style="list-style-type: none"> <li>The <b>opinion</b> of what is successful development will differ based on your opinions and <b>worldview</b>.</li> <li><b>Alternative models of development</b> highlight vastly different criteria for successful development. Engaging with <b>Indigenous knowledge</b> is essential in understanding the varied definitions of successful development.</li> <li><i>One lesson this week will be spent planning your knowledge essay.</i></li> </ol>	<ol style="list-style-type: none"> <li>Understand alternative models of development</li> <li>Plan and write an extended essay on the development gap.</li> </ol>
<p><b>11</b></p>	<p><b>Scholar's Prep:</b> To prepare for your upcoming assessment, you should self quiz on knowledge from weeks 1-10; revising for assessments keeps you on the path to leadership. Work hard and show your best! <b>This assessment will be a knowledge essay.</b></p>	
<p><b>12</b></p>	<p><b>Super teaching week:</b> Your lessons this week will focus on key areas identified from your assessments. IT will be your opportunity to strengthen your knowledge on content covered from weeks 1-10 and cover any gaps in knowledge.</p>	

**Year 8 History Cycle 1 – The Making of the Atlantic World:** *In what ways did religion and slavery change England and the Atlantic World between 1485 and 1660?*

**Careers linked to History include law, teaching, market research and journalism as I will be developing my research and analytical skills.**

Week	I will need to know that:	So that I can:
1	<ol style="list-style-type: none"> <li>The Tudor <b>dynasty</b> caused major upheaval both religiously and socially in England.</li> <li>The reign of Mary was famous for her attacks against the <b>Protestant</b> faith. E.g. She burned nearly 300 people alive for being Protestant.</li> <li>Elizabeth inherited major issues when she became queen, such as <b>debt</b>, religious <b>turmoil</b> and a weak claim to the throne.</li> <li>Being a female was a major obstacle for Elizabeth.</li> </ol>	<ol style="list-style-type: none"> <li>Understand how the Tudors changed <b>religion</b> in England.</li> <li>Identify what the largest problems facing Elizabeth were when she took the throne.</li> <li>Explain how Elizabeth dealt with the issues/problems that she faced during her <b>reign</b>.</li> </ol>
2	<ol style="list-style-type: none"> <li>The Protestant church had many major differences from the <b>Catholic</b>; <ol style="list-style-type: none"> <li>Bible should be in English not Latin.</li> <li>Churches should be plain not extravagant.</li> <li>Elizabeth was the head of the new church, not the Pope.</li> </ol> </li> <li>Elizabeth created her <b>middle way</b> to keep both Protestants and Catholics happy.</li> <li>A major problem Elizabeth was that she was not married, and had no clear <b>heir</b>.</li> </ol>	<ol style="list-style-type: none"> <li><b>Identify</b> the major difference between the <b>Protestant</b> and Catholic churches.</li> <li>Describe how Elizabeth proposed to deal with these differences.</li> <li>Explain how some issues continued to be an issue for her.</li> </ol>
3	<ol style="list-style-type: none"> <li>Many Catholics in England wished to have Elizabeth killed and replaced with Mary, Queen of Scots.</li> <li>There were 4 major <b>plots</b> against Elizabeth by the Catholics; The revolt of the Northern Earls, The Ridolfi Plot, the Throckmorton Plot, and the Babington Plot.</li> <li>The King of Spain was a major enemy of Elizabeth during her reign.</li> <li>He launched the Armada to replace the Protestant Elizabeth with a Catholic, to keep the English out of the Netherlands, and to stop English <b>Privateers</b> stealing from the Spanish.</li> </ol>	<ol style="list-style-type: none"> <li>Compare 4 different plots against Elizabeth and identify which was the most dangerous.</li> <li>Explain why Mary, Queen of Scots was such a threat to Elizabeth.</li> <li>Conclude to what extent the King of Spain launched his Armada to save Mary, Queen of Scots.</li> </ol>
4	<ol style="list-style-type: none"> <li>Many factors led to the failure of the <b>Armada</b>, such as; the weather, the English commanders, luck, the Spanish commanders, and the tactics of both sides.</li> <li>Historians still don't agree on what caused the failure of the Armada.</li> <li>Elizabethan society was more complex than the medieval Feudal System.</li> <li>The Tudor period saw the emergence of two new areas of society, the Middle class and the <b>Vagabond</b>.</li> </ol>	<ol style="list-style-type: none"> <li>Conclude, using sources, why the Spanish Armada failed.</li> <li>Identify how Elizabethan society was similar to today.</li> <li>Identify how Elizabethan society is different to today.</li> <li>Explain what a <b>Vagabond</b> was and why people were scared of them.</li> </ol>
5	<ol style="list-style-type: none"> <li>The English began trying to <b>colonise</b> the Americas to gain new trading areas.</li> <li>The first colonies the English founded were in Virginia at Roanoke Island.</li> <li>The first two colonies were failures, and the 2<sup>nd</sup> became known as the 'Lost Colony'.</li> </ol>	<ol style="list-style-type: none"> <li>Begin to explain how the British <b>empire</b> began.</li> <li>Explain what issues the <b>settlers</b> in America faced.</li> <li>Explore what happened to the 'Lost Colony'.</li> </ol>

**Year 8 History Cycle 1 – The Making of the Atlantic World:** *In what ways did religion and slavery change England and the Atlantic World between 1485 and 1660?*

Week	I will need to know that:	So that I can:
6	<ol style="list-style-type: none"> <li>1. Famous privateers/explorers like Francis Drake and John Hawkins began trading slaves to the Caribbean.</li> <li>2. There were many types of slavery throughout history, such as <b>Chattel</b> and <b>Indentured</b>.</li> <li>3. The slave trade was made into a trade triangle that made huge profits for the Europeans.</li> <li>4. Conditions on the <b>middle passage</b> of the triangle were horrific for enslaved people.</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify how the Slave Trade changed in the Elizabethan period.</li> <li>2. Compare and explain the differences between <b>Chattel</b> slavery and <b>Indentured</b> servitude.</li> <li>3. Explain why the views of men like Drake and Hawkins have changed.</li> </ol>
7	<ol style="list-style-type: none"> <li>1. The first permanent colony made by the English was called Jamestown.</li> <li>2. The ways in which enslaved people were treated depended upon which type of slavery they were, i.e. Chattel vs. Indentured.</li> <li>3. The religious issues of the Elizabethan era had not been dealt with fully by the reign of James I.</li> <li>4. This tension led to the events of the Gunpowder plot.</li> </ol>	<ol style="list-style-type: none"> <li>1. Explain what conditions were like on Caribbean plantations.</li> <li>2. Identify how religious tensions under the Tudors had continued under the Stuarts.</li> <li>3. Understand why we still celebrate Guy Fawkes Night/Bonfire night event today.</li> </ol>
8	<ol style="list-style-type: none"> <li>1. James I had an obsession with Witchcraft and <b>persecuted</b> people harshly for this.</li> <li>2. Most accusations of Witchcraft were levelled against women.</li> <li>3. Many monarchs in British history believed in the '<b>Divine Right of Kings</b>'.</li> <li>4. Parliament and the Monarch Charles I disagreed heavily over how much power he should have over England and Scotland.</li> </ol>	<ol style="list-style-type: none"> <li>1. Describe how a person in Stuart England would identify a <b>witch</b>.</li> <li>2. Explain how England fell into a <b>Civil War</b>.</li> <li>3. Conclude what the biggest factor was in causing the Civil War.</li> </ol>
9	<ol style="list-style-type: none"> <li>1. Oxford was the Royalist capital during the Civil War.</li> <li>2. There were 2 sides in the Civil War – The Royalist, <b>Cavaliers</b> and the Parliamentarian, <b>Roundheads</b>.</li> <li>3. The Parliamentarians won the war, in part, because of the better trained <b>New Model Army</b> they used.</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify the differences between the two sides in the English Civil War.</li> <li>2. Compare different battles of the Civil War and conclude which you think was the most important.</li> <li>3. Conclude how important the New Model Army was to the <b>Parliamentary</b> victory.</li> </ol>
10	<ol style="list-style-type: none"> <li>1. King Charles I was beheaded for starting a second Civil War and using Scottish troops to invade England.</li> <li>2. Following the death of the King Oliver Cromwell declared himself <b>Lord Protector</b> of the new <b>Commonwealth</b>.</li> <li>3. Cromwell was a hated figure in Irish history for his role in the <b>Drogheda massacre</b>.</li> </ol>	<ol style="list-style-type: none"> <li>1. Describe what happened to King Charles I following the 2<sup>nd</sup> English Civil War.</li> <li>2. Explain who Oliver Cromwell was, and why he's important today.</li> <li>3. Compare <b>interpretations</b> of Oliver Cromwell.</li> </ol>
11	<p><b>Scholar's Prep:</b> To prepare for your upcoming assessment, you should self quiz on knowledge from weeks 1-10; revising for assessments keeps you on the path to leadership. Work hard and show your best!</p>	
12	<p><b>Super teaching week:</b> Your lessons this week will focus on key areas identified from your assessments. IT will be your opportunity to strengthen your knowledge on content covered from weeks 1-10 and cover any gaps in knowledge.</p>	

## French Cycle 1 Year 8

Careers linked to topics we study this cycle are careers that may use foreign language as a means of communication e.g. nurse, manager  
Please use the sentence builder provided by your teacher and attached to this Scholars Guide (on the next page) for all language covered in this topic. The information provided on this page is limited to 1-4 short example sentences but you will be learning many more!

Week	I will need to know:	So that I can:
<b>1</b> Qu'est ce que tu regarde à la télé?	<ol style="list-style-type: none"> <li>1. <b>D'habitude</b> je regarde <b>les documentaires, je trouve ça genial.</b></li> <li>2. <b>J'aime bien</b> les émissions de sport car c'est <b>amusan</b></li> </ol>	<ol style="list-style-type: none"> <li>1. Describe what types of programs/films I watch on TV.</li> <li>2. Express my opinions on TV programs</li> </ol>
<b>2</b> Qu'est-ce que tu lis en ce moment?	<ol style="list-style-type: none"> <li>1. Je regarde, il regarde, elle regarde on regarde</li> <li>2. <b>De temps en temps</b> je lis <b>un roman fantastique</b> car c'est <b>intéressant</b></li> </ol>	<ol style="list-style-type: none"> <li>1. Use regular ER verbs in the present tense.</li> <li>2. Talk about what type of books I read.</li> </ol>
<b>3</b> Qu'est-ce que tu lis en ce moment?	<ol style="list-style-type: none"> <li>1. <b>J'adore</b> lire <b>une BD</b>, je pense que c'est <b>chouette.</b></li> <li>2. Je ne <b>lis</b> pas/jamais de <b>livre d'épouvante.</b></li> </ol>	<ol style="list-style-type: none"> <li>1. Express my opinions about reading different books</li> <li>2. Use different negative sentences</li> </ol>
<b>4</b> Quelle musique écoutes-tu?	<ol style="list-style-type: none"> <li>1. J'écoute <b>du rap</b> parceque <b>j'adore la chanson.</b></li> <li>2. J'écoute de la pop car <b>ça me rend très joyeux.</b></li> </ol>	<ol style="list-style-type: none"> <li>1. Talk about what type of music I listen to.</li> <li>2. Explain why I like different types of music</li> </ol>
<b>5</b>	<ol style="list-style-type: none"> <li>1. Très – assez – un peu</li> </ol>	<ol style="list-style-type: none"> <li>1. Use intensifiers to extend opinions.</li> <li>2. Include intensifiers with correct word order- always before an adjective.</li> </ol>
<b>6</b>	To prepare for your upcoming assessment you should self-quiz on all the language and grammar on your sentence builder (weeks 1-5). Remember that little and often is the key to success.	<p><b>Mid point assessment</b></p> <p><b>Speaking (Read aloud)</b></p>

## French Cycle 1 Year 8

Week	I will need to know:	So that I can:
<b>7</b> Que fais-tu quand tu es connecté	<ol style="list-style-type: none"> <li>1. Quand je suis connecté, <b>après le dîner, j'envoie des emails.</b></li> <li>2. <b>D'abord, ensuite, puis, quelquefois....</b></li> <li>3. Je fais – je mets – je vais</li> </ol>	<ol style="list-style-type: none"> <li>1. Talk about what I do online.</li> <li>2. Use time phrase</li> <li>3. Use irregular verbs (faire, aller, mettre) in the present tense.</li> </ol>
<b>8</b> Que fais-tu quand il pleut?	<ol style="list-style-type: none"> <li>1. Quand <b>il fait beau on fait du VTT.</b></li> <li>2. Quand il pleut on <b>regarde des DVS.</b></li> </ol>	<ol style="list-style-type: none"> <li>1. Talk about what activity I do according to the weather.</li> <li>2. Use 'on'</li> </ol>
<b>9</b> Que fais-tu avec tes amis?	<ol style="list-style-type: none"> <li>1. <b>Aujourd'hui on joue à des jeux video</b> parceque c'est <b>génial.</b></li> </ol>	<ol style="list-style-type: none"> <li>1. Talk about what you normally do with your friends using time phrases</li> <li>2. Give opinions using the connective 'parce que' (because)</li> </ol>
<b>10</b> Qu'est-ce que tu as fait hier?	<ol style="list-style-type: none"> <li>1. Je suis allé – on est allé – j'ai joué</li> <li>2. <b>Hier</b> je suis allé <b>au parc</b> où <b>j'ai joué au tennis</b></li> </ol>	<ol style="list-style-type: none"> <li>1. Use the past tense to talk about what I did</li> <li>2. Use OÙ as a connective</li> </ol>
<b>11</b>	<p><b>Scholar's Prep:</b> To prepare for your upcoming assessment you should self-quiz on all the language and grammar on your sentence builder (weeks 7-10). Remember that little and often is the key to success.</p>	<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>•Listening</li> <li>•Reading (Including translation into English)</li> <li>•Writing (Translation into target language)</li> </ul>
<b>12</b>	<p><b>Super teaching week:</b> Your lessons this week will focus on key areas identified from your assessments. IT will be your opportunity to strengthen your knowledge on content covered from weeks 1-10 and cover any gaps in knowledge.</p>	

## German Cycle 1 Year 8

Careers linked to topics we study this cycle are careers that may use foreign language as a means of communication e.g. nurse, manager  
Please use the sentence builder provided by your teacher and attached to this Scholars Guide (on the next page) for all language covered in this topic. The information provided on this page is limited to 1-4 short example sentences but you will be learning many more!

Week	I will need to know:	So that I can:
<b>1</b> Was siehst du gern oder nicht gern? Warum?	<ol style="list-style-type: none"> <li>1. Ich sehe <b>sehr gern</b> Realityshows...</li> <li>2. weil sie <b>total lustig</b> sind.</li> </ol>	<ol style="list-style-type: none"> <li>1. Say how much I like to watch different types of TV shows and films</li> <li>2. Give my opinion using weil (because) using different qualifiers and adjectives</li> </ol>
<b>2</b> Was liest du gern oder nicht gern? Warum?	<ol style="list-style-type: none"> <li>1. Ich sehe (I watch), Er/sie sieht (he/she watches), Sie/wir sehen (They/we watch)</li> <li>2. Quizshows, Sportsendungen</li> <li>3. Ich lese <b>oft</b> Zeitungen <b>im Bus</b>...</li> <li>4. weil sie <b>sehr spannend</b> sind.</li> </ol>	<ol style="list-style-type: none"> <li>1. Talk about other peoples' likes and dislikes</li> <li>2. Use plural nouns with the correct ending</li> <li>3. Say how regularly I read books and where</li> <li>4. Give my opinion using weil (because) using different qualifiers and adjectives</li> </ol>
<b>3</b> Was liest du gern oder nicht gern? Warum?	<ol style="list-style-type: none"> <li>1. Ich lese (I read), Er/sie liest (He/she reads), Sie/wir lesen (They/we read)</li> <li>2. Comics, Zeitschriften</li> </ol>	<ol style="list-style-type: none"> <li>1. Talk about other peoples' likes and dislikes</li> <li>2. Use plural nouns with the correct ending</li> </ol>
<b>4</b> Was noch machst du vor dem Bildschirm? Warum?	<ol style="list-style-type: none"> <li>1. Ich sehe, ich spiele, ich surfe</li> <li>2. Ich spiele <b>zweimal pro Woche</b> Computerspiele</li> </ol>	<ol style="list-style-type: none"> <li>1. Say what activities I do online</li> <li>2. Say how often I do them</li> </ol>
<b>5</b> Was noch machst du vor dem Bildschirm? Warum?	<ol style="list-style-type: none"> <li>1. Ich verbringe, er/sie verbringt, Sie/wir verbringen (I spend time, he/she spends time, they/we spend time) <b>zu viel Zeit</b> vor dem Bildschirm</li> <li>2. Das ist <b>gesund</b></li> </ol>	<ol style="list-style-type: none"> <li>1. Say whether you do/don't spend too much time on screens</li> <li>2. Give an opinion on your screentime</li> </ol>
<b>6</b>	To prepare for your upcoming assessment you should self-quiz on all the language and grammar on your sentence builder (weeks 1-5). Remember that little and often is the key to success.	<p><b>Mid point assessment</b></p> <p><b>Speaking (Read aloud)</b></p>

## German Cycle 1 Year 8

Week	I will need to know:	So that I can:
<b>7</b> Wie ist/war deine Stadt?	1. Meine Stadt ist <b>sehr modern</b> . 2. Meine Stadt war <b>total sauber</b> .	1. Say what my town is like now (present tense) using different qualifiers and adjectives 2. Say what my town was like before (past imperfect tense) using different qualifiers and adjectives
<b>8</b> Was gibt es/gab es in deiner Stadt?	1. In meiner Stadt gibt es <b>einen Strand/eine Arena/ein Kino</b> . 2. In meiner Stadt gab es <b>einen Strand/eine Arena/ein Kino</b>	1. Say what there is in my town using the correct word for 'a' (einen/eine/ein) after 'es gibt' 2. Say what there was in my town after 'es gab' using the correct word for 'a' (einen/eine/ein) after 'es gibt'
<b>9</b> Was gibt es/gab es in deiner Stadt?	1. Es gibt= there is, Es gab= there was, Es hat= It has, Es hatte= It had 2. In meiner Stadt gibt es <b>keinen</b> Strand/ <b>keine</b> Arena/ <b>kein</b> Kino.	1. Know the difference between a present and imperfect past tense sentence 2. Produce negative sentences using keinen/keine/kein to say what there is/was not in my town
<b>10</b> Wie ist/war das Wetter?	1. Normalerweise ist es <b>sonnig/kalt/frostig</b> . 2. Heute <b>regnet</b> es. 3. Gestern war es <b>neblig/wolkig</b> .	1. Say what the weather is like in the present tense using a range of adjectives 2. Say what the weather is like in the present tense using weather verbs 3. Say what the weather was like in the past imperfect tense using a range of adjectives
<b>11</b>	<b>Scholar's Prep:</b> To prepare for your upcoming assessment you should self-quiz on all the language and grammar on your sentence builder (weeks 7-10). Remember that little and often is the key to success.	<b>Assessment</b>  <b>Listening</b> <b>Reading (Including translation into English)</b> <b>Writing (Translation into target language)</b>
<b>12</b>	<b>Super teaching week:</b> Your lessons this week will focus on key areas identified from your assessments. It will be your opportunity to strengthen your knowledge on content covered from weeks 1-10 and cover any gaps in knowledge.	

## Spanish Cycle 1 Year 8

Careers linked to topics we study this cycle are careers that may use foreign language as a means of communication e.g. nurse, manager  
Please use the sentence builder provided by your teacher and attached to this Scholars Guide (on the next page) for all language covered in this topic. The information provided on this page is limited to 1-4 short example sentences but you will be learning many more!

Week	I will need to know:	So that I can:
<b>1</b> ¿Qué haces en tu móvil?	<ol style="list-style-type: none"> <li>1. Todos los días <b>saco</b> fotos</li> <li>2. Mañana, <b>voy a sacar</b> fotos</li> </ol>	<ol style="list-style-type: none"> <li>1. Say what you normally do</li> <li>2. Say what you will do in the future</li> </ol>
<b>2</b> ¿Qué haces en tu móvil?	<ol style="list-style-type: none"> <li>1. <b>A veces</b> escucho música</li> <li>2. Sin embargo <b>este fin de semana</b> voy a navegar for internet</li> <li>3. Mañana <b>voy a leer</b> SMS// Con mis amigos <b>vamos a leer</b> SMS</li> </ol>	<ol style="list-style-type: none"> <li>1. Use frequencies</li> <li>2. Use time stamps</li> <li>3. Use the near future for I and We</li> </ol>
<b>3</b> ¿Qué tipo de música/ programa de televisión te gusta	<ol style="list-style-type: none"> <li>1. <b>Me encanta</b> la música clásica.</li> <li>2. Odio <b>el telediario</b>.</li> <li>3. Me gustan los concursos <b>porque</b> son <b>bastante</b> informativos.</li> <li>4. <b>Me gustan</b> las telenovelas// <b>Me gusta</b> la música electrónica</li> </ol>	<ol style="list-style-type: none"> <li>1. Say how much you like TV and music</li> <li>2. Say what type of music or TV you like</li> <li>3. Justify your opinion with "porque" and quantifiers</li> <li>4. Use verbs like Gustar in the present</li> </ol>
<b>4</b> ¿Qué tipo de música/ programa de televisión prefieres?	<ol style="list-style-type: none"> <li>1. <b>Me encanta ver</b> los concursos.</li> <li>2. Son <b>más</b> tristes <b>que</b> las series policíacas.</li> </ol>	<ol style="list-style-type: none"> <li>1. Use Gustar follow by a verb</li> <li>2. Compare different types of music or TV programs</li> </ol>
<b>5</b> ¿Qué hiciste ayer?	<ol style="list-style-type: none"> <li>1. Ayer <b>saqué</b> fotos.</li> <li>2. <b>Fue</b> emocionante// <b>Va a ser</b> emocionante.</li> </ol>	<ol style="list-style-type: none"> <li>1. Talk about what you did yesterday</li> <li>2. Give your opinion about past and future events</li> </ol>
<b>6</b>	To prepare for your upcoming assessment you should self-quiz on all the language and grammar on your sentence builder (weeks 1-5). Remember that little and often is the key to success.	<p><b>Mid point assessment</b></p> <p><b>Speaking (Read aloud)</b></p>

## Spanish Cycle 1 Year 8


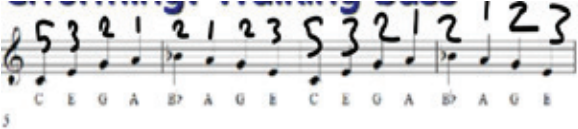
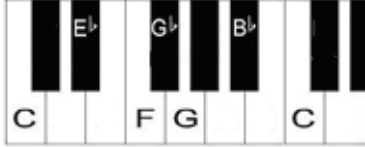
Week	I will need to know:	So that I can:
<b>7</b> ¿Adónde fuiste en tus últimas vacaciones?	1. Fui <b>a Alemania</b> . 2. Fui <b>con mis padres</b> . 3. fui <b>en coche</b> .	1. Say where you went on holidays 2. Say who you went with on holidays 3. Say how you went on holidays
<b>8</b> ¿Qué hiciste en tus vacaciones de verano?	1. <b>Fue</b> guay. 2. <b>Visité</b> monumentos. 3. <b>Comí</b> paella.	1. Give your opinion on the past 2. Use AR verbs in the Preterit 3. Use ER and IR verbs in the Preterit
<b>9</b> ¿Qué hiciste en tus vacaciones de verano?	1. <b>El año pasado</b> , tome el sol. 2. <b>Me encantó</b> porque fue horroroso	1. Use time stamps 2. Use Gustar like verbs in the Preterit
<b>10</b> ¿Cómo te fue?	1. Me gustó porque fue <b>flipante</b>	1. Use varied adjectives to give opinions 2. Use the connective 'porque' (because)
<b>11</b>	<b>Scholar's Prep:</b> To prepare for your upcoming assessment you should self-quizz on all the language and grammar on your sentence builder (weeks 7-10). Remember that little and often is the key to success.	<b>Assessment</b>  <b>Listening</b> <b>Reading (Including translation into English)</b> <b>Writing (Translation into target language)</b>
<b>12</b>	<b>Super teaching week:</b> Your lessons this week will focus on key areas identified from your assessments. IT will be your opportunity to strengthen your knowledge on content covered from weeks 1-10 and cover any gaps in knowledge.	

## Year 8 Music: Blues

Careers related to this topic are: Performer, Composer, Arranger, Conductor, Music Historian.

Week	I will need to know about:	So that I can:
1	<p><b>The Blues:</b> pioneered by African-American people across America and Europe</p> <ul style="list-style-type: none"> <li>Blues Music influenced all types of Jazz and Pop music. It is made up of key elements which you will learn to play on the Keyboard, Guitar and Ukulele. These are: <b>The 12 Bar Blues, The Walking Bass</b> and <b>the Blues Scale</b>.</li> </ul>	<ul style="list-style-type: none"> <li>PERFORM Blues music</li> <li>EXPRESS myself through sound.</li> <li>UNDERSTAND the origins of Blues and why it is so important for the history of Music</li> <li>IMPROVE my own compositions and performances</li> <li>RECOGNISE and work with the building blocks of Blues</li> </ul>
2	<p><b>The Origins of Blues Music</b> African slaves were transported to work in North American colonies</p> <ul style="list-style-type: none"> <li>They brought their music with them including religious vocal songs called spirituals and work songs</li> <li>Work songs featured call and response</li> <li>Early Blues emerged at the end of the 19th century and was called country Blues</li> </ul>	<p>UNDERSTAND that The Blues is the story of resilience, creativity and power of music through slavery, hardship and oppression. In studying the origins of slavery and the ongoing struggle for equality it is possible to relate to such issues on a global level.</p>
3	<p><b>Practising our 12-bar sequence</b> Blues Music is based on the 12 Bar sequence- which is 12 chords. These are patterns made up of three, three note chords. C,E,G, FAC and GBD. These are played continuously under the piece of music.</p>	<ul style="list-style-type: none"> <li>STRENGTHEN my knowledge of the origins of Blues</li> <li>FIND MY NOTES on the keyboard</li> <li>CONFIDENTLY create triads</li> <li>PERFORM the 12-bar sequence</li> </ul>
4	<p><b>Adding Root Notes</b> The Root Note is the BASS note that goes with each chord. The Root notes are C, F and G played at the bottom of each chord, which creates its own Bassline to underpin the music</p>	<ul style="list-style-type: none"> <li>LOCATE Root notes for the entire 12-bar Blues sequence.</li> <li>NOTATE the whole 12 bar blues sequence on a whiteboard.</li> </ul>
5	<p><b>Midpoint Assessment:</b> You will need to demonstrate your knowledge of the Origins of Blues, play the 12 Bar sequence on the Keyboard and add a Bass line made using Root notes.</p>	<p>ACT on the feedback provided by my teacher which will help me success in my Week 11 Assessment.</p>

Year 8 Music: Blues

Week	I will need to know:	So that I can:
6	<p><b>C blues scale</b></p>  <p><b>Introducing the Blues Scale</b> A set of Blues notes to use for improvising above the 12-bar and the walking bass.</p>	<p>IMPROVISE above my 12-Bar and Root notes.</p>
7	<p><b>Introducing The Walking Bass</b> Learning a dynamic Bass line</p> 	<ul style="list-style-type: none"> <li>• PLAY the walking bass line underneath the 12-bar</li> <li>• EXPLORE music in the Rock and Roll style and listen to music by Elvis Presley</li> <li>• CHALLENGE my keyboard technique</li> </ul>
8	<p><b>Combing the Blues elements.</b> 12-Bar, Blues Scale and Walking Bass combinations These elements can now be combined to create a Blues composition.</p>	<ul style="list-style-type: none"> <li>• IMPROVISE (create music freely) above the 12 -bar and walking bass element.</li> </ul>
9	<p><b>Improvised Solos</b> are a key part of performing Blues Music. You can build in a four-8 bar solo for each instrument to shine within the group. This week, try out improvising on the BASS LINE, using the BLUES SCALE or creating new chords to enrich your piece.</p>	<ul style="list-style-type: none"> <li>• JAM with my friends to create a freestyle Blues improvisation for my PERFORMANCE assessment.</li> <li>• CONSOLIDATE all the learning from previous weeks</li> </ul>
10	<p><b>Leaning on the Blue Notes:</b> These notes are those outside the key that make the music truly Bluesy. It's where you lower the third, fifth and 7th degree of the scale. You can stress the E flat, G flat and B flat in your compositions to enhance the vibe!</p> 	<ul style="list-style-type: none"> <li>• ADD detail to make your playing shine.</li> <li>• ENSURE you are playing in a stylistically appropriate way, that HONOURS the genre of music.</li> </ul>
11	<p><b>Scholar's Prep:</b> To prepare for your upcoming assessment, you should self quiz on knowledge from weeks 1-10; revising for assessments keeps you on the path to leadership. Work hard and show your best!</p>	
12	<p><b>Super teaching week:</b> Your lessons this week will focus on key areas identified from your assessments. IT will be your opportunity to strengthen your knowledge on content covered from weeks 1-10 and cover any gaps in knowledge.</p>	

## Year 8 Physical Education - students will study 4 sports this cycle

### Careers linked to topics we study this cycle are Professional Athlete, Sports Coach/Teacher, Fitness Trainer

• Football	• Badminton	• Rugby
<p>That by cushioning the ball by meeting it with either <b>the sole, laces or inside</b> of the foot will allow me to stop the ball with control. That by using the side of the foot to pass the ball would be more accurate over a short distance and by using my <b>laces</b> over a longer distance would build up more power and accuracy.</p> <p>Keep possession of the football by cushioning the ball from a first touch. <b>Pass</b> over a variety of distances accurately and in <u>conditioned practices</u></p>	<p>The <b>starting position</b> in badminton is to stand central on the court with knees bent and <b>racket ready</b>. The ready position in badminton is to stand central on the court with knees bent, side on and racket ready. The way you move around the court is called a <b>chasse</b>. To chase the knees are bent and you remain on the balls of your feet.</p> <p>Demonstrate starting position and chasse movement to the <b>forecourt</b> and <b>rear court</b></p>	<p>That the different types of passes in rugby are <b>the pop, spin, high and low passes</b>. Pop is performed from the side of the hip and released to the side over a short distance. Spin is performed from the side of the hip and released high with a rotation of the ball to create a <b>spin</b>. Low is performed from taking the ball from the ground and released up to a players' hands. <b>High pass</b> is performed from having the ball in both hands above your head and released up and high. These are to be done in conditioned practices displaying correct technique.</p>
<p>Keep head up when <b>dribbling</b> where possible, keep the ball near themselves, use both inside and outside of the foot to change direction. Being able to perform skills such as drag back, and variety of turns to be able to dribble past an opponent in 1v1 situations.</p> <p>Dribbling into spaces in <u>conditioned games</u> and managing to beat defenders in 1v1 situations.</p>	<p>That to perform a <b>backhand flick serve</b> I keep my racket below my head, hold the shuttlecock directly on top of the racket, stand side on, and contact the shuttlecock to go over the net into opponent's <b>service box</b>. Serves should be diagonal every time.</p> <p>Perform a serve to start a game with the correct technique to force my opponent towards the rear court</p>	<p>That by performing the following will ensure I tackle safely: landing by falling safely and bending at the ankles and knees, perform <b>ring of steel</b> around opponent's waist (squeezing hard), bending knees, leading with shoulder, staying low and lifting opponent slightly to make opponent off balance, and pushing to side or back to push them over. I will put myself into a <b>strong position</b></p> <p><u>Perform</u> tackling safely in conditioned scenarios</p>
<p>That by shooting with the inside of the foot would be more accurate over a short distance due to requiring less <b>power</b> and more <b>accuracy</b> to aim for different parts of the goal. Shooting with the laces at a further distance would be more powerful and accurate by aiming foot and leg in the correct <b>trajectory</b> towards an area of the goal and bringing the leg back and powerfully swinging through to contact the ball.</p> <p>To shoot with some <u>accuracy</u> and score goals in <u>conditioned games</u>.</p>	<p>That to perform the <b>drive</b> my racket should be out in front of me with the racket strings facing the net. The racket action is a short tap so the shuttlecock travels fast and flat over the net. I should step forwards with my racket leg when I make contact with the shuttlecock and my knees should be bent.</p> <p>Understand that this is an attacking shot and perform a drive that reaches the mid-court area in a <u>conditioned game</u></p>	<p>That by performing a <b>ruck</b> successfully I will need to be over a team member (who has the ball placed on the floor) to protect the ball from the opposing players. Opposing players will join on top of the floor player, where I should have my head and shoulders no lower than their players hips. I hold a <b>strong position</b> to hold that opposing player off until a player (<b>scrum half</b>) retrieves the ball from the ground and plays it off.</p> <p><u>Perform</u> a ruck in a conditioned game</p>
<p>That by shifting my body weight when <b>jockeying</b> allows me to change direction more effectively when defending. That by watching the ball rather than the playing will allow me to make a better decision on when to make a tackle to win the ball. Also using your body parts like arm across, back/backside in the way and getting body in between the ball and opponent and <b>engaging</b> into the tackle.</p> <p>To <u>defend individually</u> with success in 1v1 and 2v2 <u>conditioned scenarios</u></p>	<p>That to perform a <b>drop shot</b> my body must be sideways on with my racket leg backwards. I will make contact with the shuttlecock when it is high in the air at approximately 2 o'clock. When I make contact with the shuttlecock my back leg should follow through. The shuttlecock should travel downwards and land in the forecourt.</p> <p><u>Perform</u> a <b>drop shot</b> that outwits the opponent in a <u>conditioned game</u></p>	<p>That an <b>arrowhead</b> is an attacking formation which consists of students forming an inverted <b>V-shape</b> in relation to the ball carrier when attacking. To commit players, I need to cover ground by running and using agility to successful pass an attacker.</p> <p><u>Commit</u> defenders when attacking in <u>conditioned games</u> and <u>understand</u> attacking formations</p>
<p>That by <b>utilising</b> space when in possession can create more opportunities to attack and maintain possession. To create space movement and anticipate play are important We will begin to start making runs to penetrate spaces.</p>	<p>Single game rules are long and thin <b>court markings</b> on a serve, then the court remains long and thin for the shuttlecock to be in.</p> <p>Double game rules are short and wide court markings on a <b>serve</b>, then the whole court for the shuttlecock to be in.</p> <p>Understand the singles/doubles game rules and independently officiate <u>competitive games</u></p>	<p>Defensive formation work on being able to stay together in straight line and apply "READY READY READY UP UP UP" tactics. Making sure that we press together and leave no gaps to <b>exploit</b>.</p> <p>To be <u>confident defending</u> in 1vs1 and 2vs2 <u>conditioned situations</u></p>

## Year 8 Physical Education - students will study 4 sports this cycle

### Careers linked to topics we study this cycle are Professional Athlete, Sports Coach/Teacher, Fitness Trainer

• Netball	• Basketball	• Fitness
<p>That the different types of passes are <b>overhead</b> (long distance), <b>chest</b> (short distance), <b>bounce</b> (short-middle distance) and <b>shoulder pass</b> (any distance). To select the type of pass in conditioned competitive scenarios.  <u>Pass over a variety of distances</u> with accuracy and receive the ball with control in <u>conditioned practices</u></p>	<p>Understanding the three phases of a <b>layup</b>. The different phases are the <b>drive phase</b> (running towards the basket), <b>gather phase</b> (catching the ball and getting ready for shot) and <b>finish phase</b> (lay the ball with gentle touch of the backboard).            Perform a layup in conditioned games.</p>	<p>Aerobic endurance is your ability to exercise at moderate intensity for a given period without rest. The longer you can keep moving, the better your <b>aerobic endurance</b>.  <u>Analyse</u> the importance of Aerobic endurance to sport</p>
<p>That once I plant one foot on the ground, that foot cannot be removed and <b>resurfaced</b>. However, if landing on both feet at the same time I can decide what foot I would like to take off the ground. That <b>pivoting</b> will allow me to change direction on the spot.            To <u>perform</u> correct <b>footwork</b> in conditioned games <u>with control</u>.</p>	<p>Shooting – knowing different techniques of shooting- <b>bank shot</b> (technique – shooting off the back board), <b>set shot</b> (technique – bent elbows/knees for balance, eyes on the hoop, extension through the body, follow through is a flick of the wrist to create backspin). <b>Jump shot</b> (technique – same as set shot with a jump at the end of the follow through phase).  <u>Deciding</u> what shot is best to make at certain points in <u>conditioned games</u></p>	<p><b>Agility</b> is the ability to change direction at speed with control. Team's sports players like basketball and football need to have good levels of agility to change direction when necessary.  <u>Analyse</u> the importance of agility and speed to sport</p>
<p>To shoot accurately I must have the ball above my head in my eyeline of ball and net, bend my elbows out and knees down, then fully extend through these joints to push the ball floaty and high to land within the net.  <u>Know</u> the teaching points for shooting and perform shooting with some <u>accurately and consistency</u> in <u>conditioned games</u></p>	<p>Basketball/Handball- Passing and <b>triple threat</b> – to understand the term <b>triple threat</b> is to be able to pass, dribble and shoot. So, receiving the ball should always be with two hands.            To <u>perform</u> the skills of triple threat in conditioned games.</p>	<p><b>Strength</b> is the ability for your muscles to contract under resistance and <b>Power is Speed x Strength</b>. These components are used in most sports to jump, run, push opponents away as well as throwing disciplines such as <b>Shot Putt</b>, where we would generate force to throw the shot as far as possible.  <u>Analyse</u> the importance of strength/power endurance to sport</p>
<p>That offside is where a player is in the correct area of the court. That the <b>GK/GS</b> can go in the goal third and the shooting area (D), the <b>GA/GD/WA/WD</b> can go in the goal third and the centre third, the <b>C</b> can go anywhere but cannot go in the shooting area.            To <u>perform</u> a variety of positions in <u>game scenarios</u></p>	<p>Basketball/Handball – <b>low block/ half court</b> press formation- Sitting back and defending the spaces to not allow the opposition near the basket/ goal.  <u>Understanding</u> the defending tactic of low block/half court press in <u>conditioned game</u>.</p>	<p>That body weight exercises do not require additional equipment and can help improve muscular strength and muscular endurance. <b>Muscular Endurance</b> is the ability of your muscles to perform repeated contractions over a period. The benefit of these is that a player can perform the same movement without <b>fatigue</b>.  <u>Analyse</u> the importance of muscular endurance to sport</p>
<p>That by creating space by constantly moving will deceive the player marking me and will allow other players to move into the space I have created to become a passing option. By performing the <b>dodge</b>, double dodge and changing pace/speed I can <b>outwit</b> my opponent to become an option to receive the ball in space.            To <u>perform</u> a variety of positions in <u>game scenarios</u></p>	<p>Attacking through <b>dribbling</b> and <b>engaging</b> defenders. Keep head up when dribbling, alternative hands, when possible, consistently bouncing the ball, if the bounce has stopped, students can take up to 2 steps before the ball has to be released (passed or shot).            Handles of the ball changing direction with the ball to <b>outwit</b> defenders.</p>	<p>Analysing the importance of <b>flexibility</b> and how athletes can perform difficult movements without getting injured. Flexibility is the ability to perform a range of movements at a joint.</p>

**Religious Studies Y8 Cycle 1: How far do you agree with this statement 'It doesn't matter if you eat meat'**

Careers linked to topics we study this cycle are lawyer, doctor, vet, historian

Week	I will need to know:	So that I can:
1	<ol style="list-style-type: none"> <li>1. There are several ways that humans use animals, including for example Work (e.g. guide dogs), Food (e.g. pigs for bacon) and medical testing</li> <li>2. There are many arguments about the <b>status</b> of animals, for example <b>Aristotle</b> argued that humans have a higher status than animals because we are able to <b>reason</b></li> <li>3. <b>Peter Singer</b> argues that humans are <b>speciesist</b> in our approach to other animals</li> </ol>	<ol style="list-style-type: none"> <li>1. Explain different arguments about the status of animals</li> <li>2. Give my own opinion about whether animals and humans should have the same or different status</li> <li>3. Respond to Peter Singer's arguments that humans are speciesist</li> </ol>
2	<ol style="list-style-type: none"> <li>1. A <b>debate</b> is a formal discussion on a particular matter in a public meeting, in which opposing arguments are put forward</li> <li>2. An effective point in an <b>ethical</b> debate includes <b>evidence</b> to support each point. This could be examples or using <b>reasoning</b></li> <li>3. An effective argument in an ethical debate uses supporting detail, with one or two key points made</li> </ol>	<ol style="list-style-type: none"> <li>1. Prepare an effective argument to present to an audience</li> <li>2. Ensure the points I make are persuasive because they are backed up by examples or reasoning</li> <li>3. Consider how other people might disagree with me and plan to counter their argument</li> </ol>
3	<ol style="list-style-type: none"> <li>1. The <b>2006 Animal Welfare Act</b> protects the <b>rights</b> of animals when in the care of humans. For example, they should be provided with a space to be able to behave normally</li> <li>2. <b>Factory farming</b> is the <b>mass production</b> of food which some argue has a negative impact on the rights of animals</li> <li>3. There are several arguments for <b>factory farming</b>, for example It is a way of producing more food, so more people can be fed cheaply</li> </ol>	<ol style="list-style-type: none"> <li>1. Evaluate the pros and cons of factory farming, using the example of battery chickens</li> <li>2. Consider my own opinion about the treatment of animals in factory farming</li> </ol>
4	<ol style="list-style-type: none"> <li>1. Different Christians have different arguments about the <b>status</b> of animals. For example, some argue that animals do not have souls and are below humans, while others argue that God gave us a <b>duty</b> to protect all his creation, known as <b>stewardship</b></li> <li>2. In the Bible there are several <b>sources</b> discussing how we should treat animals, for example in the <b>Book of Luke</b> it suggests that we are more valuable to God than birds</li> </ol>	<ol style="list-style-type: none"> <li>1. Explain different Christian perspectives about the treatment of animals</li> <li>2. Answer the question 'should Christians be vegetarians?' Using a range of arguments supported by sources as evidence</li> </ol>
5	<ol style="list-style-type: none"> <li>1. <b>Kosher</b> means a food that is permitted in Judaism. For example, Pork and shellfish are not Kosher</li> <li>2. Some important <b>festivals</b> in Judaism include <b>Passover</b> and <b>Hannukah</b></li> <li>3. There are a number of important symbols in Judaism including the <b>Star of David</b>, which is used to represent Judaism, and a <b>dreidel</b> - a four-sided spinning top, played during the Jewish holiday of <b>Hanukkah</b></li> </ol>	<ol style="list-style-type: none"> <li>1. Recall key facts about Judaism, including important symbols and festivals</li> <li>2. Ask investigative questions about Jewish beliefs and practices</li> </ol>

**Religious Studies Y8 Cycle 1: How far do you agree with this statement 'It doesn't matter if you eat meat'**

Week	I will need to know:	So that I can:
6	<ol style="list-style-type: none"> <li>1. A <b>covenant</b> is a pact, or a promise or legal contract made with someone. The Jews, led by <b>Abraham</b>, made a covenant with God</li> <li>2. Both God and <b>Abraham</b> made several agreements as part of this <b>covenant</b>. For example, God promised to give <b>Abraham</b> many children if Abraham and his family kept <b>God's Law</b></li> </ol>	<ol style="list-style-type: none"> <li>1. Explain the agreements made between God and Abraham in the covenant</li> <li>2. Consider the significance of interactions between God and the Jews in history to Jewish people today</li> </ol>
7	<ol style="list-style-type: none"> <li>1. God told <b>Moses</b> to free the <b>Israelites</b> (Jewish people) from slavery under the <b>Egyptians</b> when he spoke to him through the <b>burning bush</b></li> <li>2. God kept to his agreement in the <b>covenant</b> by helping the Jewish people escape; he sent <b>10 plagues</b> to convince Pharaoh to let the Jews go free</li> <li>3. The <b>10 plagues</b> included for example, all the Egyptian cattle dying</li> </ol>	<ol style="list-style-type: none"> <li>1. Reflect on how this story might influence Jewish belief and identity, including:</li> <li>2. Belief about God</li> <li>3. The importance of Jewish ancestors</li> <li>4. How Jewish people understand themselves as a community</li> </ol>
8	<ol style="list-style-type: none"> <li>1. <b>Pesach</b>, or <b>Passover</b> is an 8-day festival that <b>commemorates</b> the <b>Israelites</b> escape from slavery in Egypt. It reminds Jewish people of the struggles of their ancestors and their <b>covenant</b> with God</li> <li>2. The <b>Seder meal</b> is a meal that has several symbolic foods. For example, <b>charoset</b> is a paste of apple and walnuts that reminds Jewish people of the sweetness of freedom</li> </ol>	<ol style="list-style-type: none"> <li>1. Explain the symbolic message behind the Seder meal</li> <li>2. Consider why commemorating historical events is important for identity</li> <li>3. Consider my own beliefs and values, by imagining what I would include in a symbolic meal for my family</li> </ol>
9	<ol style="list-style-type: none"> <li>1. <b>Shabbat</b> or the <b>Sabbath</b> is celebrated each week and commemorates God resting on the 7th day after he made the world. Keeping the <b>Sabbath holy</b> and honouring the <b>Sabbath laws</b> is one of the <b>10 commandments</b></li> <li>2. There are several important features of <b>Shabbat</b>, including for example the <b>blessing</b> over a candle to welcome in the <b>Holy Spirit</b> to the home</li> </ol>	<ol style="list-style-type: none"> <li>1. Explain why Jewish people celebrate Shabbat each week, with reference to sources from the Bible</li> <li>2. Consider the purpose of a day of reflection and dedicated family time</li> </ol>
10	<p><b>How far do you agree with this statement 'It doesn't matter if you eat meat'</b></p> <ol style="list-style-type: none"> <li>1. A thesis statement is where I explain the main body of my argument.</li> <li>2. Evidence is required as a supporting detail to my main argument.</li> <li>3. A concluding statement is one in which I summarise my whole argument.</li> </ol>	<ul style="list-style-type: none"> <li>• Plan my Knowledge essay coherently</li> </ul>
11	<p><b>Scholar's Prep:</b> To prepare for your upcoming assessment, you should self quiz on knowledge from weeks 1-10; revising for assessments keeps you on the path to leadership. Work hard and show your best!</p>	
12	<p><b>Super teaching week:</b> Your lessons this week will focus on key areas identified from your assessments. IT will be your opportunity to strengthen your knowledge on content covered from weeks 1-10 and cover any gaps in knowledge.</p>	

## ASPIRE Curriculum Dictionary: Tier Two Words

Week	Word	Definition	In a sentence:
1	Peers	People who are of the same age or have the same social status as you.	Sarah enjoys spending time with her <b>peers</b> during lunch break
2	Characteristic	A feature or quality that makes someone or something recognisable.	One <b>characteristic</b> of a good student is being punctual.
3	Well-being	The state of being comfortable, healthy, or happy.	The school counsellor is concerned about the <b>well-being</b> of all students.
4	Persist	To continue firmly in a course of action despite difficulty or opposition.	Even though math was hard for him, John decided to <b>persist</b> and ask for extra help.
5	Perpetuate	To cause something to continue indefinitely.	Gossip can <b>perpetuate</b> false rumours and harm students' reputations.
6	Assumption	Something that is accepted as true without proof.	The teacher made an <b>assumption</b> that everyone had done the reading homework.
7	Kindness	The quality of being friendly, generous, and considerate.	Showing <b>kindness</b> to new students can help them feel welcomed.
8	Bullying	Repeated aggressive behaviour intended to hurt another person, physically or emotionally.	The school has a strict policy against <b>bullying</b> to ensure a safe environment.
9	Conduct	The manner in which a person behaves, especially in a particular place or situation.	Good <b>conduct</b> in the classroom is important for a positive learning environment.
10	Knowledge	Information, understanding, or skill that you get from experience or education.	Reading a lot of books can increase your <b>knowledge</b> on various subjects.

## ASPIRE Curriculum Dictionary: Tier Three Words

Week	Word	Definition	In a sentence:
1	Safeguarding	Measures taken to protect the health, well-being, and human rights of individuals.	The school has strict <b>safeguarding</b> policies to ensure the safety of all students.
2	Diverse	Showing a great deal of variety; very different	The school's student body is <b>diverse</b> , with students from many different backgrounds
3	Regulation	Keeping something in balance	The students worked on an activity to support their emotional <b>regulation</b> .
4	Growth mindset	The belief that abilities and intelligence can be developed through dedication and hard work.	Adopting a <b>growth mindset</b> helps students embrace challenges and learn from failures.
5	Stereotype	A widely held but fixed and oversimplified image or idea of a particular type of person or thing.	It's important to avoid <b>stereotypes</b> and see each student as an individual.
6	Prejudice	Preconceived opinion that is not based on reason or actual experience.	The school promotes tolerance and works to eliminate <b>prejudice</b> among students.
7	Empathy	The ability to understand and share the feelings of another.	Teaching <b>empathy</b> helps students build better relationships with their classmates.
8	Bystander	A person who is present at an event or incident but does not take part.	The school encourages students to speak up if they see bullying, rather than being a <b>bystander</b> .
9	Commerce	The school encourages students to speak up if they see bullying, rather than being a bystander.	The economics class is studying the basics of <b>commerce</b> and how businesses operate.
10	Resilience	The capacity to recover quickly from difficulties; toughness.	Developing <b>resilience</b> helps students cope with academic challenges and personal setbacks.

## English – Year 8 Curriculum Dictionary: Tier Two Words

Week	Word	Definition	In a sentence:
1	<b>Prejudice</b>	Negatively judging someone or something without good reason, or experience.	Women can still face <b>prejudice</b> at work.
2	<b>Dichotomy</b>	A division between two opposite things.	There is a <b>dichotomy</b> between night and day.
3	<b>Colonialism</b>	When people from one country settle in another country for the purpose of exploiting its people and natural resources.	At the height of <b>colonialism</b> , the British Empire had seized control of almost a quarter of the world.
4	<b>Superior</b>	Higher in rank or position than others; stronger or more powerful.	Their sense of <b>superiority</b> made them very unpopular.
5	<b>Dystopia</b>	A society which is undesirable or frightening.	My father thinks that society will turn into a <b>dystopia</b> because of all the injustice in the world.
6	<b>Derogatory</b>	Showing strong criticism, disrespect or insult.	<b>Derogatory</b> comments and trolling will result in a lifetime ban from this internet forum.
7	<b>Liberation</b>	The act of being freed from oppression.	Martin Luther King's 'I have a dream' speech helped bring about the <b>liberation</b> of African Americans.
8	<b>Slur</b>	An insult that is used to damage someone's reputation.	<b>Slurs</b> , insults, and swear words are highly offensive and derogatory.
9	<b>Oppression</b>	Cruel treatment by others for a long period of time.	Minorities have historically been subject to <b>oppression</b> by those in power.
10	<b>Systemic</b>	When oppression is created by systems,, not just people.	The Noughts face <b>systemic</b> oppression: they are discriminated against in the media, the school system and the criminal justice system.

## English – Year 8 Curriculum Dictionary: Tier Three Words

Week	Word	Definition	In a sentence:
1	<b>Inference</b>	An inference is a conclusion based on evidence.	From the way she kept glancing at the clock, we can make the <b>inference</b> that she was anxious about being late.
2	<b>Imagery</b>	The use of vivid language to create mental pictures or sensations in the reader's mind.	<b>Imagery</b> was used to detail the fireplace crackling, filling the room with warmth and a soft, comforting glow.
3	<b>Authorial Intent</b>	Refers to the reason or purpose an author has for creating a particular piece of writing – what they aim to communicate, express, or achieve through their work.	Bradbury's <b>authorial intent</b> was to warn against the dangers of censorship and a society that stops thinking critically.
4	<b>Characterisation</b>	The way an author reveals and develops a character's personality, traits, and motivations – either directly (by telling the reader) or indirectly (through actions, dialogue, and interactions).	Collins uses both direct and indirect <b>characterisation</b> to portray Katniss as a strong, self-reliant.
5	<b>Simile</b>	A figure of speech that compares two different things using the words "like" or "as" to highlight a shared quality.	The <b>simile</b> "her eyes sparkled like diamonds" compares someone's eyes to diamonds, suggesting they are bright and captivating.
6	<b>Metaphor</b>	A figure of speech that compares two unlike things by saying one <i>is</i> the other.	The <b>metaphor</b> "time is a thief" suggests that time steals moments from our lives, even though time isn't literally a thief.
7	<b>Cyclical structure</b>	A narrative technique where the story ends in a similar way to how it began, creating a sense of repetition, closure, or reflection.	The novel's <b>cyclical structure</b> brings the story full circle, with the protagonist's journey mirroring the opening scene, showing how much they have changed.
8	<b>Show, don't tell</b>	Method of writing in which characters and story come to life through vivid sensory details and actions.	Instead of telling the reader, "he was angry" we can use the <b>show don't tell</b> method to describe how his "face turned red, his jaw clenched, and he slammed the door shut with a loud bang."
9	<b>Tone</b>	The attitude that a character, narrator, or author takes towards a given subject.	The <b>tone</b> of the novel shifted from hopeful to melancholic as the characters faced the reality of their situation.
10	<b>Personification</b>	A figure of speech where human qualities or characteristics are attributed to non-human things, animals, or abstract concepts, giving them human-like traits or behaviors.	In this example, "the moon peeked through the clouds, watching over the sleepy town", the moon is <b>personified</b> as having the human quality of <i>peeking</i> and <i>watching</i> , making it seem like it has a conscious, observing presence.

## Maths Curriculum Dictionary: Tier Two Words

	Word	Definition	In a sentence:
1	<b>Brackets</b>	Symbols used in pairs to group things together.	Calculations in <b>brackets</b> must be done first, e.g. $2 \times (3 + 4) = 14$ .
2	<b>Expand</b>	Multiplying to remove brackets	To <b>expand</b> $3(x + 2)$ , we multiply 3 by x, and 3 by 2, to get $3x + 2$ .
3	<b>Less</b>	A smaller amount	-7 is <b>less</b> than -6.
4	<b>Greater</b>	A bigger amount	0 is <b>greater</b> than -4.
5	<b>Ratio</b>	A ratio shows the relative sizes of two or more values.	In a class, there are two boys and three girls. The <b>ratio</b> of boys to girls is two to three.
6	<b>Proportion</b>	A proportion is a mathematical comparison between two numbers.	The <b>proportion</b> of dark chocolate sweets in the bag was 40%.
7	<b>Convert</b>	To change something from one form to another.	To <b>convert</b> a length from cm into mm, we multiply it by 10.
8	<b>Sequence</b>	A list of numbers or objects in a special order.	The <b>sequence</b> of square numbers goes 1, 4, 9, 16, 25, ...
9	<b>Term</b>	In algebra, a term is either a single number or variable, or numbers and variables multiplied together.	The <b>terms</b> in the expression in $3a + 8b$ are $3a$ and $8b$ .
10	<b>Percentage</b>	How many parts there would be if the total was 100.	Out of every 100 people, 11 are left-handed. The <b>percentage</b> of left-handed people is 11%.

## Maths Curriculum Dictionary: Tier Three Words

	Word	Definition	In a sentence:
1	<b>Term</b>	In algebra, a term is either a single number or variable, or numbers and variables multiplied together.	The <b>terms</b> in the expression in $3a + 8b$ are $3a$ and $8b$ .
2	<b>Expression</b>	In algebra, an expression is multiple terms grouped together with operators (such as $+$ or $\div$ )	An <b>expression</b> for the perimeter of a rectangle is $2L + 2W$
3	<b>Solve</b>	To find a value (or values) we can put in place of a variable that makes an equation true.	To <b>solve</b> the equation $x + 5 = 8$ , we work out that $x = 3$ makes the equation correct
4	<b>Inequality</b>	An inequality compares two values, showing if one is less than, or greater than, the other	The <b>inequality</b> $x > 2$ tells us that $x$ is greater than 2.
5	<b>Circumference</b>	The distance around the outside of a circle.	The <b>circumference</b> of the circle in this example is $16\pi$ cm
6	<b>Direct Proportion</b>	Two quantities are in direct proportion if as one increases, the other increases at the same rate.	Her earnings are <b>directly proportional</b> to the number of hours she works.
7	<b>Similar</b>	Two shapes are similar if they have the same shape, but they can be different sizes, can be rotated, or can be mirror images of each other.	He drew two <b>similar</b> triangles - they had exactly the same angles, but one was bigger than the other.
8	<b><math>n</math>th term</b>	The $n$ th term of a sequence is a formula which tells you how to find each number in a sequence.	If the <b><math>n</math>th term</b> of a sequence is $3n + 1$ , then the <u>12</u> <sup>th</sup> term in the sequence is calculated by $3 \times \underline{12} + 1$ .
9	<b>Index/Indices</b>	The index of a number tells us how many times to use it in a multiplication. The plural is indices.	In the calculation $2^4$ , the <b>index</b> is 4. In the calculation $2^3 \times 2^6$ the <b>indices</b> are 3 and 6.
10	<b>Multiplier</b>	The number that you are multiplying by, particularly to calculate a percentage change.	The <b>multiplier</b> for a 27% increase is 1.27.

## Art Y8 C1 The Formal Elements – Kicks – Baseline Unit. Curriculum Dictionary: Tier Two Words

TOPIC	Word	Definition	In a sentence:
1	<b>Drawing</b>	A visual art that uses an instrument to mark paper or another two-dimensional surface. The instrument might be pencils, crayons, pens with inks, brushes with paints or combinations of these also digital drawings with computer styluses with graphics tablets.	"She had always been good at <b>drawing</b> people".
2	<b>Observation / Observe</b>	Observation in art is to draw or paint a subject as accurately as possible. The subject may be a still life, figure model, portrait or landscape and the image must be created from real life rather than a photograph or the artist's imagination.	"They <b>observed</b> the object carefully to make a life-like drawing"
3	<b>Communicate</b>	A process by which information is exchanged between individuals and asking viewers to relate symbols and other abstract connections together to interpret a meaning from imagery.	"They <b>communicated</b> their ideas, feelings and arguments to an audience through their Art".
4	<b>Analytical</b>	Looking at something closely and breaking it down into parts.	They examined the elements of the artwork <b>analytically</b> to get a better understanding of meaning and concepts"
5	<b>Critical</b>	Expressing or involving an analysis of the merits and faults of a work.	"She gave a <b>critical</b> evaluation of the artist's work"
6	<b>Density</b>	The degree of compactness of a substance.	There was a strong <b>density</b> of line/ marks as they were very close together.
7	<b>Pressure</b>	Continuous physical force exerted on or against an object by something in contact with it.	She used a lot of <b>pressure</b> on her pencil to create a strong, dark line.
8	<b>Scale</b>	A proportion between two sets of dimensions (as between those of a drawing and its original) b. : a distinctive relative size, extent, or degree. projects done on a large scale.	He worked on a large <b>scale</b> – his paintings were huge.
9	<b>Trace</b>	Copy (a drawing, map, or design) by drawing over its lines on a superimposed piece of transparent paper.	She went over the lines carefully to achieve a very neat <b>tracing</b> .
10	<b>Refine</b>	Make changes so as to improve or clarify.	She <b>refined</b> her printing, so it was much clearer.

## Art Y8 C1 The Formal Elements – Kicks – Baseline Unit. Curriculum Dictionary: Tier Three Words

TOPIC	Word	Definition	In a sentence:
1	Tints	Tint refers to any hue or mixture of pure colours to which white is added. Pastel colours are generally tinted colours. Tinted colour remains the same colour, but it is paler than the original.	She added a lot of white paint to her colour to create a <b>tint</b> .
2	Tones	Tone is a hue or mixture of pure colours to which only pure grey is added (equal amounts of black and white). Adding grey to a colour will make the intensity much duller.	They added grey <b>tone</b> to their colour and it became very dull.
3	Shades	Shade is a hue or mixture of pure colours to which only black is added. It contains no white or grey. Shade darkens the colour, but the hue remains the same. When mixing a shade, begin with the colour itself then add black one drop at a time.	He added a lot of black paint to his colour to create a <b>shade</b> .
4	Perspective	A way of showing distance in a drawing or painting.	"The <b>perspective</b> in his landscape drawing made the mountains look really far away"
5	Mark-making	The different lines, dots, marks, patterns, and textures we create in an artwork. It can be loose and gestural or controlled and neat.	"Her <b>mark-making</b> was very expressive; showing lots of movement"
6	Wash	A thin layer of diluted pigment (paint or ink), usually used to stain the surface of the paper/ canvas with general tones at the beginning of a painting.	She added lots of water to her paint and spread it evenly across the paper to create a <b>wash</b> .
7	Iconic	Relating to or of the nature of an icon; regarded as a representative symbol or as worthy of respect.	The shoes were <b>iconic</b> – everyone recognised them.
8	Collage	A piece of art made by sticking various different materials such as photographs and pieces of paper or fabric on to a backing.	She <b>collaged</b> the photos one on top of another to create her picture.
9	Watercolour	Artists' paint made with a water-soluble binder such as gum arabic, and thinned with water rather than oil, giving a transparent colour.	She added lots of water to her <b>watercolour</b> to create a light background.
10	Monoprinting	Monoprinting is the process of making a print using mark making. It is a good technique for creating spontaneous and expressive print work. Water-based ink is used for monoprints. A roller applies the ink evenly over a printing sheet. In contrast with other printing techniques, only one final image is made, making the technique closer to drawing or painting than other print processes. ('mono' means one, only, single).	She used a sharp pencil to make her marks in order create a neat <b>monoprint</b> .

## Computer Science Year 8 – Curriculum Dictionary: Tier Two Words

Week	Word	Definition	In a sentence:
1	Declarative	A command that makes a clear statement	Computer language must be <b>declarative</b> , so that the commands executed are unambiguous.
2	System	A collection parts that work together to do a more complex task.	Our school uses an attendance <b>system</b> to record and track lesson attendance.
3	Logic(al)	the <b>decision-making process</b> used in programming and writing algorithms.	Software is the <b>logical</b> part of a computer system – it controls what the hardware does, but software needs hardware to run on.
4	Manual	A work process a person carries out	Manual repetition in code is carried out by copying and pasting code.
5	Component	A part of a larger whole	The CPU has 3 <b>components</b> : ALU; CU and registers.
7	Fetch	To retrieve.	The CPU will <b>fetch</b> one instruction at a time from RAM.
8	Decode	To translate binary code into a command instruction.	The CPU will <b>decode</b> the binary instruction so it knows what to do.
9	Execute	To carry out a command or an instruction.	The CPU will <b>execute</b> the binary instruction after it has been decoded..
10	Digit	A single symbol, representing a numeric value	1024 is a 4- <b>digit</b> denary number with digits 0, 1 2 and 4
11	Arithmetic Expansion	Writing out the digits multiplied by their place values	1010(2) <b>expands</b> to $1 \times 8 + 0 \times 4 + 1 \times 2 + 0 \times 1$ which is 10
12	Subtraction method	Keep subtracting the largest place values until the entire number is the sum of the binary place values	$12 = 12 - 8 = 4$ .. So 12 in binary is $8 + 4$ or 1100(2) as 4-bits or 0000 1100(2) as 8-bits.

## Computer Science Year 8 – Curriculum Dictionary: Tier Three Words

Week	Word	Definition	In a sentence:
1	Algorithm	A list of instructions that solves a problem.	A recipe is an <b>algorithm</b> people follows, but it is not a program.
2	Data	The raw facts input into an information system.	The teacher registered the class by inputting their attendance <b>data</b> .
4	Iteration	The for loop is python's counting iteration command.	The code shown will <b>iterate</b> 4 times and draw a square. <div style="border: 1px solid black; padding: 5px; width: fit-content; margin-left: 20px;"> <pre>for n in range(4):     t.fd(100)     t.rt(90)</pre> </div>
5	CPU	Central Processing Unit.	The role of the <b>CPU</b> is to carry out the FDE Cycle
7	Byte	An 8-bit binary number	A <b>byte</b> is an 8-BIT binary number and can represent 0..255 only.
8	Integer	Integer or int() is a whole number	12 is an <b>integer</b> or int() data type
9	Float	A decimal point number	. 12.0 and 12.5 are floating point or float() data types
10	String	String or text – a message in quotes, like "hello"	<b>Strings</b> must be in matching single or double quotes.
11	RAM	Random Access Memory.	<b>RAM</b> holds active program DATA and INSTRUCTIONS and the OS (Operating System).
12	Bus	A collection if wires connecting the CPU to RAM	The DATA <b>bus</b> carries INSTRUCTIONS into the CPU from RAM during the Fetch part of the FDE Cycle.

**DRAMA Y7 C1 Curriculum Dictionary: Tier Two Words**

Topic	Word	Definition	In a sentence:
1	<b>Devising</b>	The collaborative process of creating a new theatrical work, without a pre-existing script. The group of performers work together to develop the story together.	We <b>devised</b> a performance based on the famous story of Goldilocks and the Three Bears.
2	<b>Stimulus</b>	A starting point for generating ideas and creating original dramatic work, for example <i>a newspaper article</i> or <i>a photograph</i> .	Our <b>stimulus</b> was a photo of a spooky abandoned house in the woods.
3	<b>Narrative</b>	The plot of a story, film or play. There are 4 steps to a narrative: the exposition, rising action, climax and falling action.	It was an entertaining <b>narrative</b> that kept the audience engaged throughout.
4	<b>Transition</b>	A moment of change between two scenes. Should be well rehearsed to look smooth and effective.	To <b>transition</b> into their next scene, the performers span into position.
5	<b>Practitioner</b>	Someone whose profession is to create new practical forms of art.	I was inspired by the <b>practitioner</b> Steven Berkoff.
6	<b>Narration</b>	A technique where one or more of the performers directly speak to the audience and explain the narrative details of the story.	We used Roald Dahl's poetry as <b>narration</b> .
7	<b>Thought-tracking</b>	A technique where a character, while the action on stage is frozen, steps out of the scene to share their inner thoughts with the audience.	Little Red Riding Hood used <b>thought-tracking</b> to explain how confused she was when she saw the wolf disguised as her Grandma.
8	<b>Flashback</b>	A scene that interrupts the present storyline to show events that happened before the current timeline.	There was a <b>flashback</b> scene that showed Goldilocks breaking into the house the night before.
9	<b>Hot-seating</b>	An exercise where an actor is questioned in role, spontaneously answering questions and deepening their understanding of the character.	I used <b>hot-seating</b> to understand the Wolf's motivation.
10	<b>Marking the moment</b>	A dramatic technique used to highlight an important moment in a scene through slow-motion, tableaux or adding sound effects.	The performance went into slow-motion to <b>mark-the-moment</b> Goldilocks was found guilty.

**DRAMA Y7 C1 Curriculum Dictionary: Tier Three Words**

Topic	Word	Definition	In a sentence:
1	<b>Ensemble</b>	A group of performers who work together in a group and share ideas as a team.	The scene was performed by an <b>ensemble</b> .
2	<b>Collaborate</b>	To work on an activity or project with a group of peers.	To <b>collaborate</b> successfully we made sure we spoke to each other respectfully and tried out everyone's ideas.
3	<b>Exposition</b>	The beginning of a story where the audience is introduced to the setting, characters, and basic plot information.	The <b>exposition</b> showed that the protagonist was in prison.
4	<b>Climax</b>	The turning-point of a story, the most dramatic moment.	During the <b>climax</b> , the prisoner escaped from prison.
5	<b>Body-as-prop</b>	A technique created by Steven Berkoff. Instead of using actual props/objects on stage, the ensemble create the shape of these objects using their own bodies.	We created the scene of a house using <b>body-as-prop</b> .
6	<b>Emphasis</b>	The vocal technique of stressing certain words within a sentence to make it sound particularly important.	She <b>emphasised</b> the word "alone" in the line "leave me ALONE" by speaking at a louder volume.
7	<b>Eye contact</b>	The state in which two people are aware of looking directly into one another's eyes.	I made <b>eye-contact</b> with the audience to make it obvious I was speaking to them during my narration.
8	<b>Non-chronological</b>	The arrangement of scenes that don't follow the order in which the series of events actually happened.	The performance used a <b>non-chronological</b> order by showing a flashback to the night before, and then returning to the present day.
9	<b>Improvise</b>	To create and perform something without preparation.	We <b>improvised</b> our responses during the hot-seating technique.
10	<b>Slow-motion</b>	A technique where the speed of action is reduced to highlight a specific moment or to increase dramatic tension.	The performers transitioned in <b>slow-motion</b> into the next scene.

## Design and Technology Curriculum Dictionary: Tier Two Words

Week	Word	Definition	In a sentence:
1	<b>User</b>	A person who uses or operates something	The product was designed to meet the needs of the end <b>user</b> .
2	<b>Aluminium</b>	Aluminium is a light silvery grey coloured metal. It has a symbol of AL and an atomic number of 13.	<b>Aluminium</b> was used for the litter picker because it is light in weight and self finishing.
3	<b>Lever</b>	A rigid bar resting on a pivot, used to move a heavy or firmly fixed load with one end when pressure is applied to the other.	A screwdriver was used to <b>lever</b> the lid off a tin of paint.
4	<b>Pivot</b>	The central point on which a mechanism moves.	The see saw <b>pivots</b> in the middle and two people sit at either end.
5	<b>Jig</b>	A device that holds a piece of or enables identical components to be produced.	A <b>jig</b> was used to ensure all parts folded were 90 degrees.
6	<b>Function</b>	To work or operate in a specific way to solve a problem or meet a need.	The <b>function</b> of the litter picker is to retrieve items from the floor without bending.
7	<b>Effort</b>	A force exerted by a machine or person.	Very little <b>effort</b> was required to cut the wire with a pair of side cutters.
8	<b>Load</b>	A weight or source of pressure	The <b>load</b> was easily lifted using a lever.
9	<b>Tapping</b>	Cutting a thread in something to accept a screw.	The <b>tapping</b> of the hole allowed the screw to turn easily.
10	<b>Rust</b>	A reddish- or yellowish-brown flaking coating of iron oxide that is formed on iron or steel by oxidation.	Applying paint to the steel prevented it from <b>rusting</b> .

## Design and Technology Curriculum Dictionary: Tier Three Words

Week	Word	Definition	In a sentence:
1	<b>Target Market</b>	A particular group of consumers at which a product or service is aimed	The potential <b>target market</b> for the product is people who are in the age range of 18 - 30
2	<b>Non Ferrous</b>	A metal that does not contain iron	<b>Non ferrous</b> metals are self finishing and do not require a coating.
3	<b>Rivet</b>	A short metal pin for holding together two plates of metal, its headless end being beaten out or pressed down when in place.	The handle of the litter picker is fixed to the body with <b>rivets</b> .
4	<b>Mechanical Advantage</b>	The advantage gained by the use of a mechanism in transmitting force.	Lifting a tin lid off with a screw driver requires very little effort due to <b>mechanical advantage</b> gained using a lever.
5	<b>Fulcrum</b>	The pivot about which a lever turns	The <b>fulcrum</b> on a see saw is in the middle.
6	<b>Tension</b>	The state of being stretched tight.	The strings on a guitar are under <b>tension</b> . The higher the <b>tension</b> the higher the note.
7	<b>Performance</b>	The capabilities of a machine, product, or vehicle.	The litter picker's <b>performance</b> will work better if all moving parts move easily.
8	<b>Counter Sink</b>	Enlarge and bevel the rim of a drilled hole so that a screw can be inserted flush with the surface.	When using <b>countersunk</b> rivets you must <b>countersink</b> the hole to allow them to sit flush.
9	<b>Ergonomics</b>	An applied science concerned with designing products to ensure they are user.	The <b>ergonomically</b> designed pen features a shaped rubber grip to provide comfort for the user.
10	<b>Anthropometrics</b>	Anthropometrics is the practice of taking measurements of the human body and provides data that can be used by designers.	<b>Anthropometric</b> data was used to calculate the length of the litter picker for an average human being.

## Year 8 Food Technology Curriculum Dictionary: Tier Two Words

Week	Word	Definition	In a sentence:
1	Cross-contamination	The process by which harmful bacteria spread from one substance to another.	Always store raw food in at the bottom of the fridge to prevent <b>cross-contamination</b> .
2	Mise en place	Have all ingredients and utensils prepared before cooking	<b>Mise en place</b> is a time-saving process to help get your kitchen flowing properly.
3	Vegetarian	A vegetarian does not eat meat, but eggs and dairy products are allowed.	A <b>vegetarian</b> can still enjoy eggs and milk for breakfast.
4	Provenance	The origins of our food such as where it has been grown, raised or caught.	Food <b>provenance</b> provides us with an understanding of how our food has been produced and transported.
5	High biological value protein	Animal protein	<b>High biological value protein</b> examples include chicken, beef and fish.
6	Calories	A measure of how much energy food or drink contains	A pizza is high in <b>calories</b> but low in nutrients, so we should only consume in moderation.
7	Preservatives	Chemical substances that help lengthen the shelf life of food	Candies, jellies and jams use sugar as the main <b>preservative</b> .
8	Life stages	The phases from birth to death through which we develop and grow	The key <b>life stages</b> include pregnancy, infancy, childhood, adolescence and adulthood.
9	Food waste	The food was originally produced for human consumption but then was discarded.	Leftovers from a meal and expired food are avoidable <b>food waste</b> .
10	Organic	Not using artificial chemicals in the growing of plants and animals.	Consumers often choose <b>organic</b> foods because they are safer due to the lack of additives and preservatives.

## Year 8 Food Technology Curriculum Dictionary: Tier Three Words

Week	Word	Definition	In a sentence:
1	Danger temperature zone	Bacteria grow most rapidly between 5°C to 63°C.	Food poisoning bacteria rapidly grows at <b>temperature danger zone</b> .
2	Rubbing-in method	Use your fingertips to rub the flour and butter together until the mixture resembles breadcrumbs.	We can use the <b>rubbing-in method</b> to make dishes such as shortcrust pastry, crumbles and scones.
3	Vegan	A vegan strictly does not eat any animal products at all, including eggs and dairy products	Even though honey is not meat, it is an animal product and so is avoided by <b>vegans</b> .
4	Etiquette	Good or proper behaviour/ manners	If you practice proper <b>etiquette</b> , you are less likely to offend or annoy people.
5	Low Biological value protein	Plant protein	<b>Low biological value protein</b> examples include nuts, seeds and beans.
6	Cholesterol	A fatty substance in blood	High levels of <b>cholesterol</b> can increase your risk of heart disease.
7	Anti-oxidants	Molecules that can help your body fight off harmful free radicals linked to health conditions like diabetes and cancer	Berries, green tea, coffee, and dark chocolate are renowned for being good sources of <b>antioxidants</b> .
8	Chronic disease	A health condition that is persistent in its effects or a disease that comes with time.	Heart disease, cancer, and diabetes are the leading <b>chronic diseases</b> nowadays.
9	Food security	Having physical and economic access to sufficient food to meet dietary needs for a healthy life.	The COVID-19 pandemic has threatened the <b>food security</b> of millions of people worldwide.
10	Carbon footprint	The amount of greenhouse gases released by an activity, process or action.	Private jets produce five to 14 times more <b>carbon footprint</b> per passenger than commercial flights.

## Geography Curriculum Dictionary: Tier Two Words

Week	Word	Definition	In a sentence:
1	Misconception	A common opinion based on faulty thinking.	A common <b>misconception</b> is that everyone lives in poverty in Africa.
2	Indicator	A sign that shows you what something is like or how a situation is changing.	The number of people who can read and write is an <b>indicator</b> of the quality of education.
3	Physical Historical Economic	To with nature and natural resources. To do with events that have happened in the past. To do with trade, money and industry.	A country's level of development is influenced by <b>physical</b> , <b>historical</b> and <b>economic</b> factors.
4	Economy	How a country or place is doing in making goods, and how much money it has.	The country has been in a very poor <b>economic</b> state ever since the decline of its two major industries.
5	Infrastructure	The basic systems and services that are necessary for a country to run smoothly	Taxes can be spent on improving a countries <b>infrastructure</b> .
6	Inequality	The idea that different people experience different standards of living. When some people lack the rights, opportunities and fair laws of others .	There is great <b>inequality</b> in the world as some people are extremely rich whereas others haver very little.
7	Quality of life	The wellbeing of individuals or groups of people. Instead of measuring the amount of money that people have, it refers to where people live and whether they are healthy and happy.	Charities aim to improve local people's <b>quality of life</b> .
8	Tourism	The business activity connected with providing accommodation, services and entertainment for people who are visiting a place for pleasure.	Many seaside towns and cities rely on <b>tourism</b> for a large proportion of their income.
9	Criteria	A standard by which something may be judged	The <b>criteria</b> for success are as follows...
10	Perceptions	The way in which something is understood or valued based on a persons lived experiences.	There are different <b>perceptions</b> as to what successful development is.

## Geography Curriculum Dictionary: Tier Three Words

Week	Word	Definition	In a sentence:
1	Development	The progress of a country in terms of economic growth, use of technology and human welfare.	<b>Development</b> is closely linked to wealth.
2	HDI	The Human Development Index measures income (how much money is earned), literacy rate (the amount of people that can read) and life expectancy (average age people live to).	<b>HDI</b> is a reliable way to measure level of development.
3	Globalisation	The increasing interconnectedness of the world.	Due to <b>globalisation</b> , it is easy to order clothes that are made in another country.
4	Sectors of the economy	What a country's economy is based on and how most of its money is made.	If a country's <b>economy</b> is based on the primary sector then most of the jobs are in farming, fishing or mining.
5	Multiplier effect	The 'snowballing' of economic activity. e.g. If new jobs are created, people who take them have money to spend in the shops, which means that more shop workers are needed.	The creation of jobs has a <b>multiplier effect</b> on the economy.
6	Chawl	A large building divided into many separate apartments, offering cheap, basic accommodation to workers.	<b>Chawls</b> are usually poor quality.
7	Top-down strategies Bottom-up strategies	Top-down strategies are large scale projects run by the government or big companies. Bottom-up strategies are small scale projects run by charities.	In India, the development gap is being addressed by both <b>top down</b> and <b>bottom up strategies</b> .
8	Stakeholder	A person or group who is interested in the outcome of a project.	<b>Stakeholder</b> examples include residents, environmentalists, businesses, local councils and planners.
9	Eurocentric	An idea originating from developed regions in the west that highlights European culture and values	Models of development can be criticised as <b>Eurocentric</b>
10	Indigenous Knowledge	A collection of thoughts, ideas and philosophies held by indigenous groups	We are increasingly using <b>indigenous knowledge</b> to think about successful development

Year 8 History Cycle 1 – The Making of the Atlantic World: History Curriculum Dictionary: Tier Two Words

Topic	Word	Definition	In a sentence:
The Making of the Atlantic World	Dynasty	A succession of people from the same family who rule a country.	Following the War of the Roses the Tudor <b>dynasty</b> ruled England. This lasted until 1603 when they were replaced by the Stuart dynasty.
The Making of the Atlantic World	Protestant	Those who protested the teachings of the Catholic church i.e. The Church of England.	Queen Elizabeth I returned England to being a <b>Protestant</b> nation, and placed herself in opposition to Rome, and the Catholic Church.
The Making of the Atlantic World	Debt	A sum of money that is owed.	When Elizabeth came to the throne of England she inherited massive amounts of <b>debt</b> from her sister.
The Making of the Atlantic World	Turmoil	A state of great disturbance, confusion, or uncertainty.	The English Civil War was a period of great <b>turmoil</b> for the country.
The Making of the Atlantic World	Catholic	Roman Catholic – Belonging to the Universal Christian Church	Queen Mary I was nicknamed Bloody Mary. She was a <b>Catholic</b> queen who persecuted the Protestants in England.
The Making of the Atlantic World	Plots	A plan made in secret by a group of people to do something illegal or harmful.	Catholics resented the Protestant monarchy in England. As a result they organised many <b>plots</b> against the queen and king to remove them.
The Making of the Atlantic World	Persecuted	Subject (someone) to hostility and ill-treatment, because of their ethnicity, religion, or sexual orientation or their political beliefs.	James I was famous for his <b>persecution</b> of Catholics. This led to many Catholics plotting against him in the Gunpowder plot.
The Making of the Atlantic World	Colonise	Send settlers to (a place) and establish political control over it.	In order to make more money from trade the English decided to copy the Spanish and began to <b>colonise</b> the New World.
The Making of the Atlantic World	Heir	A person legally entitled to the property or rank of another on that person's death.	Elizabeth I died without leaving an <b>heir</b> to the throne of England.
The Making of the Atlantic World	Massacre	An indiscriminate and brutal slaughter of many people	After his siege at Drogheda, Oliver Cromwell <b>massacred</b> the local Irish for their resistance.

Year 8 History Cycle 1 – The Making of the Atlantic World: History Curriculum Dictionary: Tier Three Words

Topic	Word	Definition	In a sentence:
The Making of the Atlantic World	Middle way	The policy of Elizabeth I to try and keep both Catholics and Protestants happy.	In order to keep both Protestants and Catholics happy Queen Elizabeth I tried to find a <b>middle way</b> for the country. This adopted ideas from both faiths.
The Making of the Atlantic World	Privateers	A person who was legally allowed to commit acts of piracy against other nations, i.e. the Spanish.	In order to make their fortunes many men, such as Sir Francis Drake and John Hawkins turned to <b>privateering</b> against the Spanish.
The Making of the Atlantic World	Armada	A fleet of warships.	King Philip II of Spain launched a mighty <b>Armada</b> to conquer England and return it to the Catholic faith.
The Making of the Atlantic World	Vagabond	A person who wanders from place to place without a home or job.	During Tudor England there was a major fear of <b>vagabonds</b> . This was because it was feared they were criminals.
The Making of the Atlantic World	Chattel Slavery	The enslaving and owning of human beings and their offspring as property, able to be bought, sold, and forced to work without wages,	The most common type of slavery practiced against the African people was <b>Chattel Slavery</b> by the European slavers.
The Making of the Atlantic World	Indentured Servitude	A form of labour in which a person is contracted to work without salary for a specific number of years	Many British citizens would sell themselves into <b>indentured servitude</b> in order to buy passage over to America.
The Making of the Atlantic World	Middle passage	The second of three journeys that made up the slave trade triangle. It went from Africa to the Americas.	Whilst on the <b>Middle Passage</b> enslaved Africans were subject to horrible conditions, poor food, and harsh punishments.
The Making of the Atlantic World	Divine Right of Kings	The idea that the monarch had been placed in charge by God, and therefore couldn't be questioned.	King Charles I angered Parliament with his belief in the ' <b>Divine Right of Kings</b> ' as he refused to work with them to deal with the country's problems.
The Making of the Atlantic World	Cavaliers	The name given to supporters/soldiers who fought for the king during the Civil War.	The <b>Cavaliers</b> were often members of the wealthy or aristocracy. They believed the king should be fully in control of England.
The Making of the Atlantic World	Roundheads	The name given to supporters/soldiers who fought for parliament during the Civil War.	The <b>Roundheads</b> were supporters of Parliament's rights. They fought for the right to run the country against the King's Cavaliers.

## Music Curriculum Dictionary: Tier Two Words

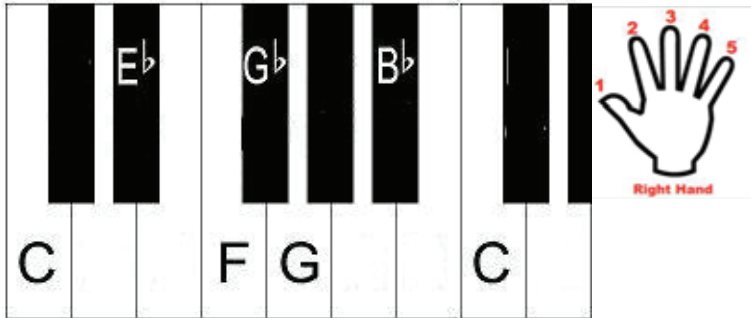
Week	Word	Definition	In a sentence:
1	<b>Blues Music</b>	A style of music originating the in Southern States of America in the early 20 <sup>th</sup> century	<b>Blues</b> Music was originally about the hardship faced by African American people living in the South
2	<b>12 Bar Blues</b>	A repeated pattern of chords following a twelve-bar structure	The <b>12-Bar Blues</b> consists of only three chords and is found in all <b>Blues</b> Music
3	<b>C major Chord</b>	Three notes played at the same time, starting on C	A <b>C chord</b> uses the notes <b>C, E</b> and <b>G</b>
4	<b>F major chord</b>	Three notes played at the same time, starting on F	An <b>F chord</b> uses the notes <b>F, A</b> and <b>C</b>
5	<b>G major chord</b>	Three notes played at the same time, starting on G	A <b>G chord</b> uses the notes <b>G, B</b> and <b>D</b>
6	<b>Triad</b>	A three note chord	You can harmonise any tune using <b>triads</b>
7	<b>Blues Scale</b>	A series of notes used in Blues, containing Blue notes	I always improvise using the <b>Blues Scale</b> on my saxophone.
8	<b>improvisation</b>	A section of music that is made up on the spot, usually containing notes of the Blues scale	<b>Improvisation</b> allows musicians to show off their technique and express themselves.
9	<b>Root Note</b>	The bass note (lowest note) of each triad used in the Blues	One of my group is able to play the <b>root notes</b> on the Bass Guitar while I play the 12 bar progression.

## Music Curriculum Dictionary: Tier Three Words

Week	Word	Definition	In a sentence:
1	<b>Walking Bass</b>	A dynamic bassline which originated from the 12 bar	Rock and Roll music uses a <b>Walking Bass</b> line.
2	<b>Ensemble</b>	A group of musicians playing together	The <b>ensemble</b> was tight as everyone had practised their parts.
3	<b>Balance</b>	Carefully managing the dynamics (volume) of other parts	The <b>balance</b> was carefully managed so that the soloist wasn't overpowered by the other parts.
4	<b>Solo</b>	One musician or vocalist singing their part alone or accompanied.	The guitar solo in the middle of our piece was amazing!
5	<b>Texture</b>	The layers of a piece	We experimented with different numbers of parts playing at different times to find the right texture.
6	<b>Progression</b>	A series of chords.	The 12 bar is a chord <b>progression</b> , comprising of C, F and G triads.
7	<b>Inversion</b>	The particular order of notes in a triad.	Sometimes, I play my triads in different <b>inversions</b> by swapping the bass note, third and fifth.
8	<b>Stylistically Appropriate</b>	The music contains the right musical features for the genre	My Blues performance was <b>stylistically appropriate</b> because it contained a Blues scale and a 12 bar progression.
9	<b>Composition</b>	A piece of music a person has created.	I am so proud of my Blues Composition.

# Knowledge organizer: How to play the Blues on the keyboard

Here is a guide to all you need to know when learning about the Blues!

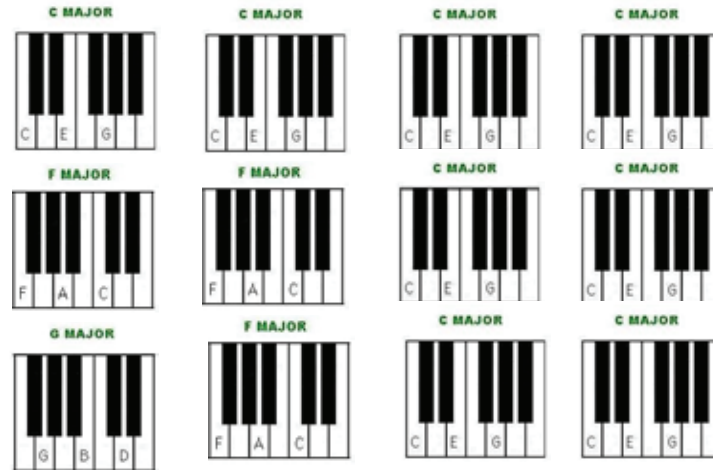


1

### Blues Scale

The blues scale is a certain selection of notes that have been put together to sound 'bluesy'. The scale is often used to create the improvisation. To play the Blues scale you will need to follow the pattern 1, 3, 1 2 1 3 4 in your right hand

3

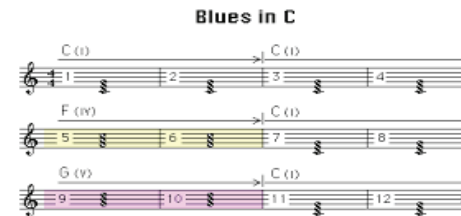


### 12 Bar Blues

The 12 bar blues is the name of the structure used in blues music. It is split in to 3 sections, which have 4 bars each. In this diagram chord I is in C while chord IV is F and V is G.

4

Another way of writing the 12-bar blues is in notation. Here you can see the chords written out with their roman numerals I, IV and V



2

### Chords and hand position

A chord is 3 notes played together at the same time. A chord is also called a triad. Blues music only uses 3 chords which are played at the start of every bar. The chords below are formed by playing a note, missing a note, playing a note missing a note, playing a note. You can play a triad with fingers 1, 3 and 5 in the right hand. Look at the picture below of famous Blues and Jazz pianist Oscar Peterson. Notice straight back and curved fingers!



5

### Walking Bass

The walking bass is a key part of any Blues song. This is usually played by the bass guitar or double bass. The tempo of the bass line should be steady, which is why it is called the "walking" bass.



**Physical Education Curriculum Dictionary: Tier Two/Three Words**

Topic	Week / Word	Definition	In a sentence:
Football	1. <b>The inside of foot</b>	• The biggest and flattest part of your foot.	• I use the <b>inside of my foot</b> when performing a short pass
	2. <b>Dribbling</b>	• A skill used to travel with the ball.	• I <b>dribble</b> the ball up the pitch to get closer to the goal
	3. <b>Trajectory</b>	• Line of travel	• The <b>trajectory</b> of the ball was flat into the bottom corner to score
	4. <b>Engage</b>	• Going towards an attacking player.	• When an attacker dribbles towards me, I will get closer to them to <b>engage</b>
	5. <b>Utilising</b>	• Make practical and effective use.	• In football <b>utilising</b> space will allow me keep the ball longer
Basketball/Handball	1. <b>Drive phase</b>	• First phase of a layup by running to the basket.	• I have been practicing my <b>drive phase</b> to score more points.
	2. <b>Set Shot</b>	• A basket made without jumping.	• I scored two points through <b>set shot</b> .
	3. <b>Triple threat</b>	• A position you stand in after receiving the ball to be able to pass, dribble or shoot.	• I will get into my <b>triple threat</b> position to give me options
	4. <b>Low Block/Half Court Press</b>	• Defensive formation to only engage and defend on your half of the court.	• Let's get back and defend together in the <b>low block</b> .
	5. <b>Hip Swivel</b>	• Skill used against defenders that jam your hips and pressure the ball.	• To go past a defender, I used the <b>hip swivel</b> skill.
Rugby	1. <b>Spin pass</b>	• A spin pass is by turning the hands when releasing the ball	• I have been practicing my <b>spin pass</b> in games
	2. <b>Strong position</b>	• A base of support that makes you almost immovable by having slightly bent knees.	• A <b>strong position</b> was applied to keep possession in the ruck
	3. <b>Scrum half</b>	• A position on the pitch that receives the ball from a ruck/scrum	• The <b>scrum half</b> received the ball and passed it straight to their teammate
	4. <b>Agility</b>	• A change of direction at speed	• I used good <b>agility</b> to make the defender commit to the tackle and then get away
	5. <b>Exploit</b>	• Taking advantage of a situation where gaps are created	• My teammates wanted to <b>Exploit</b> the gaps in the field.

**Physical Education Curriculum Dictionary: Tier Two/Three Words**

Topic	Week / Word	Definition	In a sentence:
Fitness	1. <b>Aerobic endurance</b>	• Aerobic endurance is your ability to exercise at moderate intensity for extended periods of time	• I want to improve my <b>Aerobic</b> endurance.
	2. <b>Agility</b>	• The ability to change direction at speed with control	• I used <b>agility</b> to quickly change direction and go the other way
	3. <b>Strength</b>	• The ability of a muscle or group of muscles to exert maximal force against a resistance	• I wanted to improve my <b>Strength</b> in the gym
	4. <b>Muscular Endurance</b>	• The ability of muscles to undergo repeated contractions over a period of time	• I trained my <b>muscular endurance</b> to help me with my marathon
	5. <b>Flexibility</b>	• The range of movement possible at a joint	• The gymnast had good <b>flexibility</b> to perform a straddle
Netball	1. <b>Overhead</b>	• This is a pass that is taken with both hands above the head	• An <b>overhead</b> pass was used to get the ball into the shooting circle
	2. <b>Resurfaced</b>	• Lifting the back foot that is stationary off the ground and placing it back onto the ground	• The whistle was blown by the umpire as the player with the ball <b>resurfaced</b> their back foot
	3. <b>Extend</b>	• To straighten the limb	• When shooting you must <b>extend</b> your arm at the elbow joint
	4. <b>Goal Keeper/Goal Shooter</b>	• The Goal Keeper marks the Goal Shooter to prevent goals. The Goal Shooter must score goals	• The <b>Goal Keeper</b> was marking the <b>Goal Shooter</b> by being one metre away and holding their arms over the ball
	5. <b>The Dodge</b>	• Avoid someone by a sudden quick movement	• The Goal Shooter had to <b>dodge</b> to get free from the Goal Keeper
Badminton	1. <b>Forecourt</b>	• The front of the badminton court	• The dropshot landed in the <b>forecourt</b>
	2. <b>Backhand flick serve</b>	• A backhand serve that goes over the top of the opponents head	• The opponent did not manage to return the <b>backhand flick serve</b> as it went over their head
	3. <b>Drive</b>	• A shot in badminton that is taken above the head that is flat and fast	• The player chose to return the serve with a <b>drive</b> shot
	4. <b>Dropshot</b>	• An overhead shot in badminton which is played from the back of the court and it should land in the forecourt	• The player wanted to make their opponent move so they performed a <b>dropshot</b>
	5. <b>Court markings</b>	• Lines and shapes on a playing surface that define boundaries	• The students knew where to set up the badminton posts because of the clear <b>court markings</b>

## Religious Studies Curriculum Dictionary: Tier Two Words

Week	Word	Definition	In a sentence:
1	Status	A person's position or level in society or a group	Priests have a special <b>status</b> in the Church because they lead worship and guide others
2	Debate	A discussion or argument between people who have different opinions or ideas about something	We had a <b>debate</b> in class about whether students should wear uniforms to school or not
3	Intonation	Refers to the way you use pitch or tone while speaking. It helps express emotions and can change the meaning of a sentence	When you ask a question, your voice usually goes up at the end, and that change in <b>intonation</b> helps others know you're asking something
4	Rights	Things that people are allowed to do or have because they are considered fair and just. For example, the right to be treated with respect	Every person has the <b>right</b> to be safe and have access to education and healthcare
5	Permitted	Allowed to do something	Eating certain foods is not <b>permitted</b> in some religions, like pork in Islam and Judaism
6	Contract	An agreement between two or more people	Marriage is a <b>contract</b> in many religions, where two people promise to be together
7	Plague	A serious disease or disaster that affects many people	In the Bible, Moses warned Pharaoh about a <b>plague</b> sent by God
8	Commemorate	Celebrating or showing respect for something that happened a long time ago	Every year, we <b>commemorate</b> the brave soldiers who fought for our country's freedom
9	Holy	Sacred or connected to God	The Quran is a <b>holy</b> book in Islam
10	Coherently	In a clear and logical way	The teacher explained the religious story <b>coherently</b> , so everyone understood its meaning

## Religious Studies Curriculum Dictionary: Tier Three Words

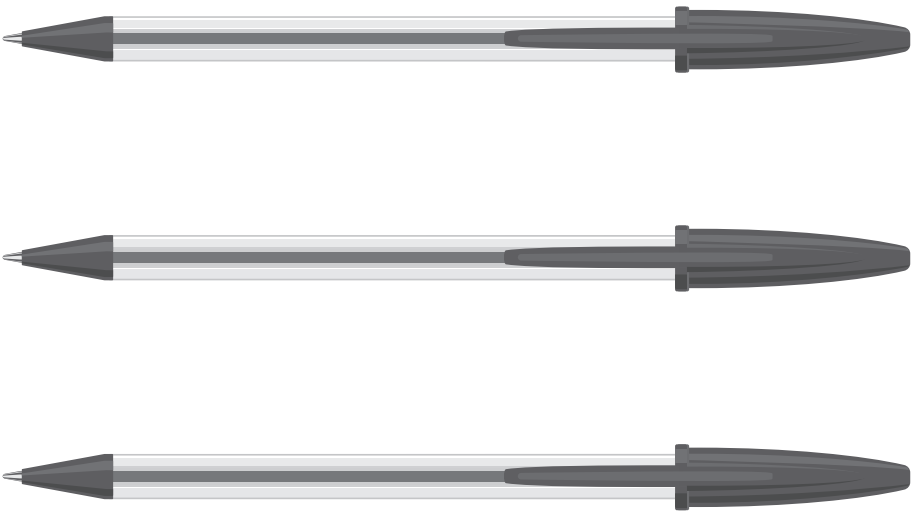
Week	Word	Definition	In a sentence:
1	<b>Speciesism</b>	A belief or attitude that one species of animals is superior to others, and it often leads to treating some animals better than others just because they belong to a particular species	Some people believe that <b>speciesism</b> is wrong because all animals should be treated with kindness and respect
2	<b>Reasoning</b>	Thinking carefully to make a decision or explain something	Many religious people use <b>reasoning</b> to decide what is right and wrong
3	<b>Factory farming</b>	Keeping large numbers of animals in small spaces to produce food quickly	Some religious believers oppose <b>factory farming</b> because they believe animals should be treated with kindness
4	<b>Stewardship</b>	The belief that humans must take care of the world because God created it	Christians believe in <b>stewardship</b> , so they try to protect the environment
5	<b>Dominion</b>	Having control or power over something	As the ruler of the kingdom, the queen had <b>dominion</b> over the land and its people
6	<b>Hanukkah</b>	A Jewish holiday that usually takes place in December. It's also called the Festival of Lights and lasts for eight days	During <b>Hanukkah</b> , we light the menorah candles and eat delicious foods to celebrate the holiday with our family
7	<b>God's Law</b>	Rules and commandments that are believed to be given by God, often recorded in religious texts like the Bible	According to <b>God's Law</b> , we should keep the Sabbath holy
8	<b>Exodus</b>	A significant event in the Bible, where the Israelites, led by Moses, escaped from slavery in Egypt	In the Bible, the story of the <b>Exodus</b> tells how Moses led the Israelites out of slavery in Egypt
9	<b>Shabbat</b>	The Jewish day of rest, celebrated from Friday evening to Saturday evening	Jewish families light candles and share a special meal to welcome <b>Shabbat</b>
10	<b>The 10 commandments</b>	a set of moral and ethical guidelines found in the Bible. According to the Bible, God gave these commandments to Moses on Mount Sinai	One of <b>the 10 Commandments</b> is "Honour your father and mother," which means we should show respect and love to our parents

# G

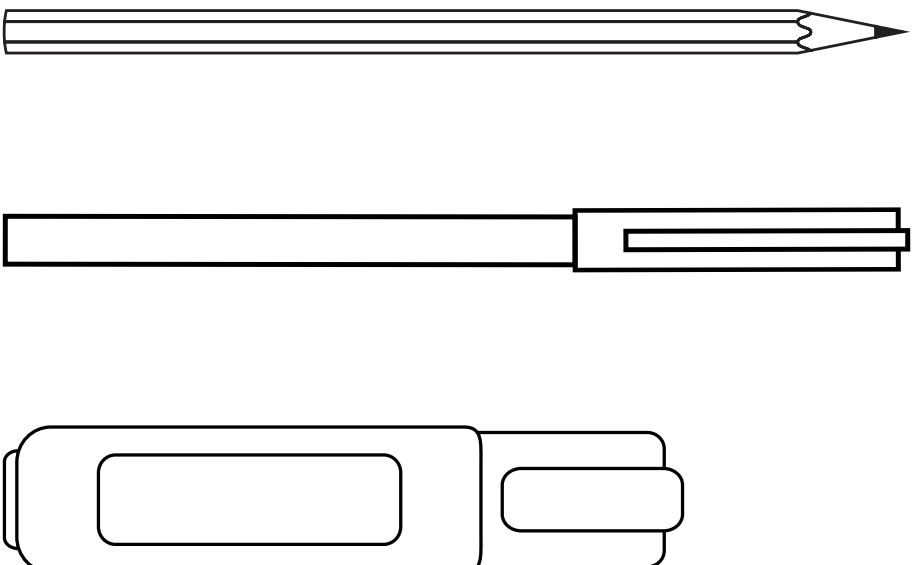
# R

# Tools for Learning

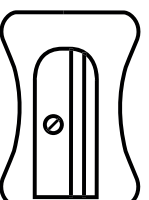
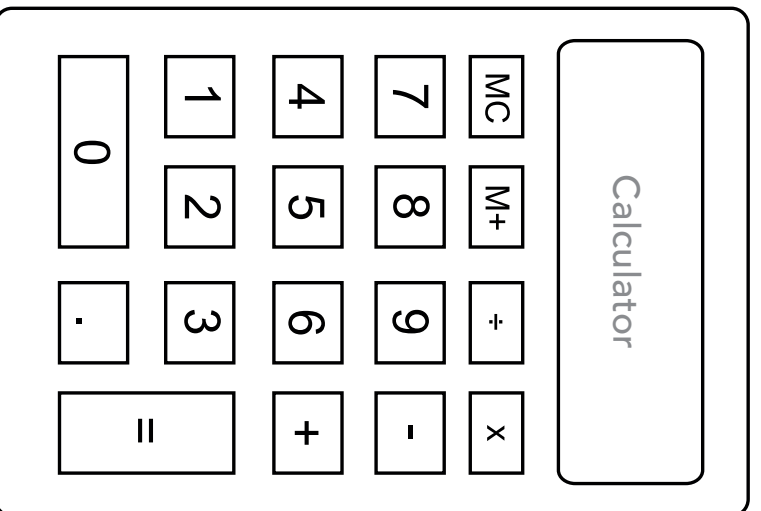
All equipment is available to purchase from the Reprographics Department



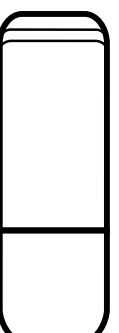
Black, Blue & Purple Pens



Pencil, Whiteboard Pen & Highlighter



Pencil Sharpener



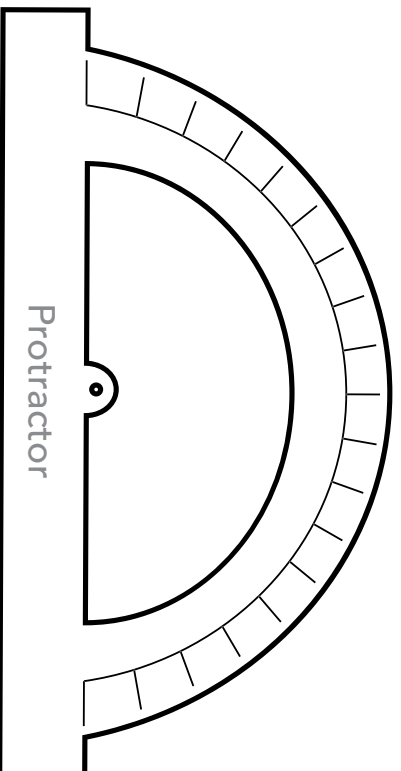
Eraser



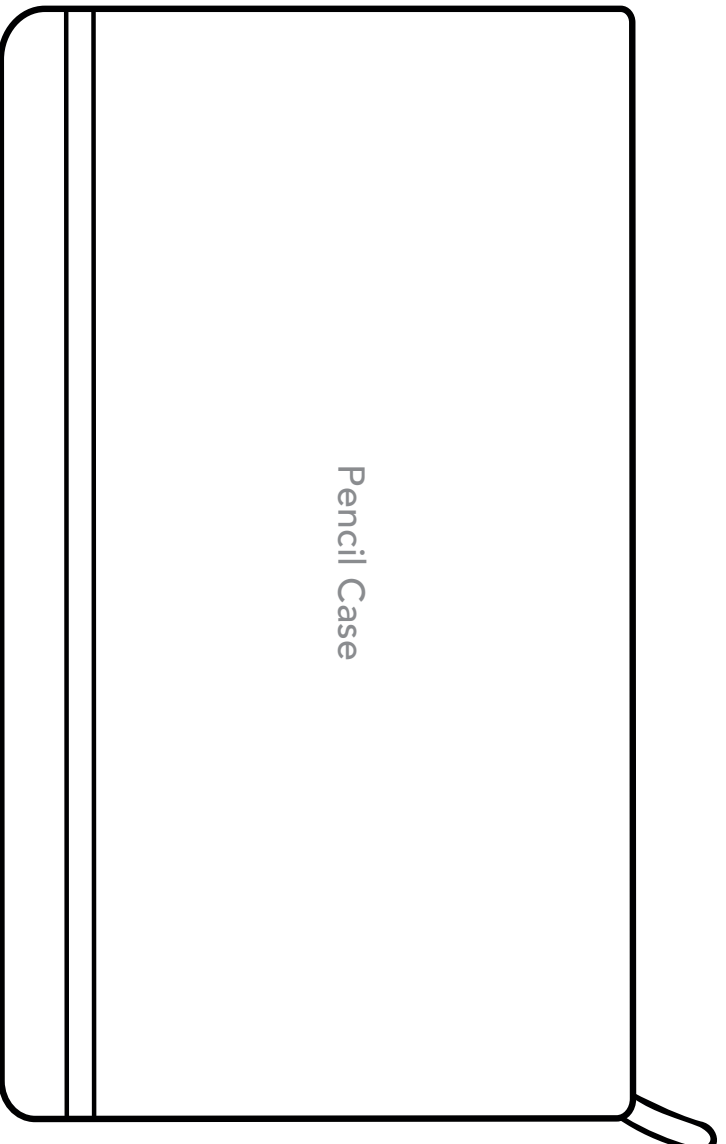
Reading Ruler



GLUE



Protractor



Pencil Case



30cm Ruler



Scholars Guide Competition Winner - Sarah Farhoud

anthem

